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ABSTRACT

Produced to help Maryland schools and community organizations commemorate National Women's History Month, this resource unit may also be used throughout the year to teach about women's history. Part 1 contains general information about women's contributions to social reform and an overview of the women's rights movement. Part 2 includes biographical sketches of historical and contemporary Maryland women who have been involved in 10 different areas of social reform and autobiographical reflections written by the profiled contemporary social reformers. Part 3 contains background information about women's rights organizations in Maryland and brief histories about some of them, while part 4 provides a potpourri of selected women's history class activities. Learning activities are also provided in some of the other sections. Part 5 is a resource directory covering a variety of print and other resources. A speakers list concludes the packet. (JHP)

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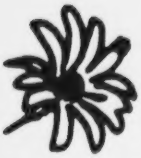

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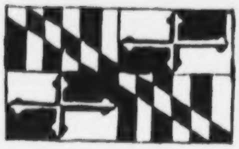
MARYLAND WOMEN'S HISTORY MONTH



MARCH, 1987

SPONSORED BY THE MARYLAND COMMISSION FOR WOMEN
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Maryland State Teachers Association
Maryland Women's Hall of Fame
Mid-Atlantic Center for Sex Equity
Morgan State University - History Department
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National Women's Hall of Fame
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National Women's Political Caucus

PERSONAL REFLECTIONS

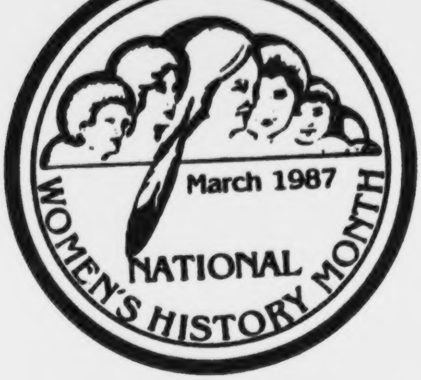
Virginia Bright, Marian Wright Edelman, Jean Grambs, Jill Moss Greenberg, Juanita Jackson Mitchell, Ellen Silbergeld, Carmen Delgado Votaw, Maisie Hodes Wood, H. Margret Zassenhaus, Katherine Chin, Elizabeth Locklear

MAKING A DIFFERENCE

MARYLAND WOMEN AND SOCIAL REFORM

MARYLAND WOMEN'S HISTORY MONTH

MARCH, 1987



March is
Women's
History
Month!

CONGRESSIONAL RESOLUTION

Designating the month of March 1987 as "Women's History Month"

Whereas American women of every race, class and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers and pioneers;

Whereas American women have played and continue to play a critical economic, cultural and social role in every sphere of our Nation's life by constituting a significant portion of the labor force working in and outside of the home;

Whereas American women have played a unique role throughout our history by providing the majority of the Nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic and cultural institutions in the country;

Whereas American women of every race, class and ethnic background served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement and the modern civil rights movement; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued in the body of American history:

Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the month of March, 1987, is designated as "Women's History Month", and the President is requested to issue a proclamation calling upon the people of the United States to observe such month with appropriate ceremonies and activities.

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MARYLAND WOMEN AND SOCIAL REFORM

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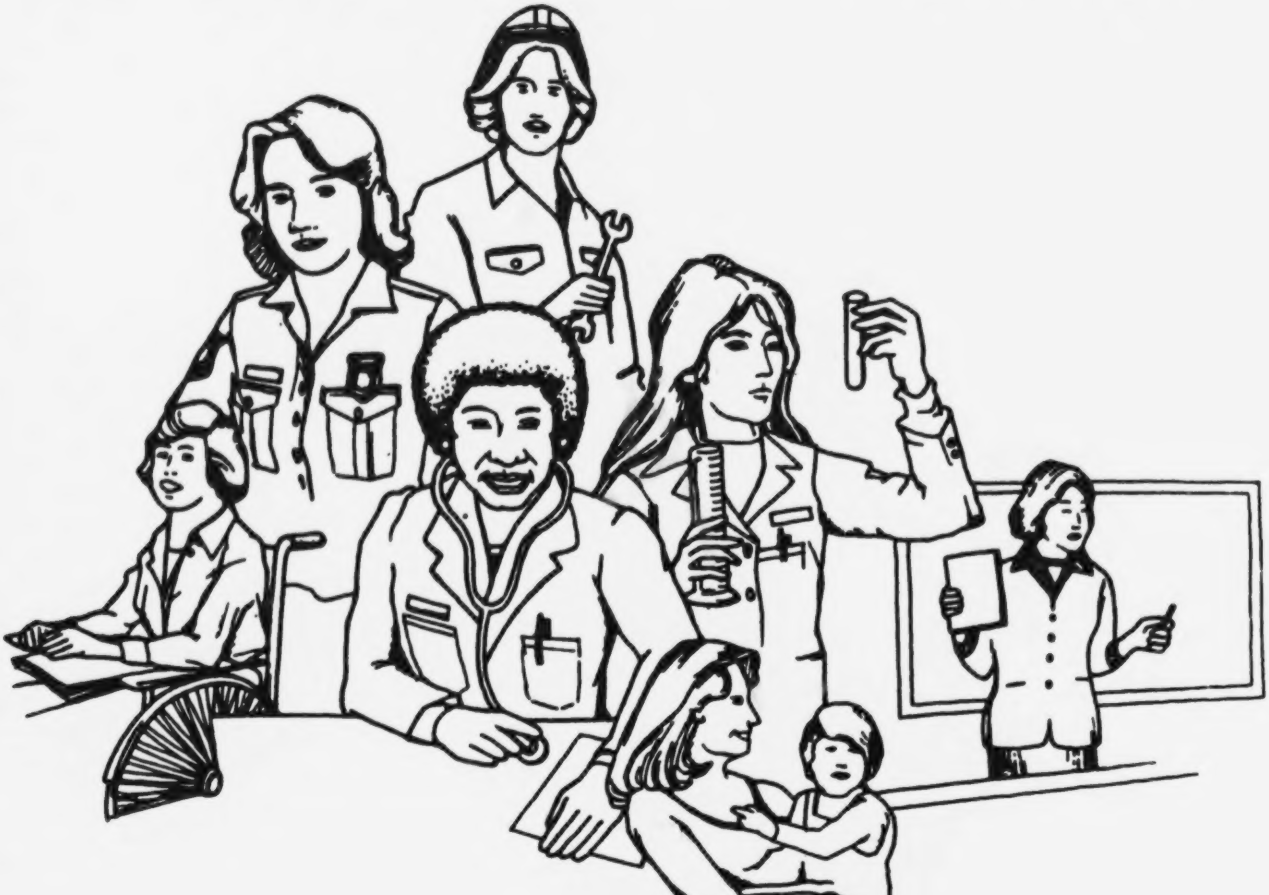
MARYLAND WOMEN'S HISTORY

FOREWORD

The U.S. Congress has declared March to be National Women's History Month, expanding the official national celebration from Women's History Week.

The purpose of Women's History Month is to begin to correct the omission of women's contributions to American history and to create an awareness of the important roles women have played in every sphere of our nation's life and history. Women's History Month is a time to highlight the contributions of ALL women to our society, throughout ALL periods of history, in ALL walks of life. These contributions should, however, be recognized every day, and not just during a designated time set aside to commemorate particular women and particular events.

While this resource packet has been produced to help schools and organizations commemorate Women's History Month, it is intended to be used throughout the year to infuse women's history into all areas of school curricula and all facets of community life.



PACKET OBJECTIVES

The general objectives of this packet are:

- TO PROVIDE INFORMATION about and FOSTER APPRECIATION of the often unrecognized past and present roles of women, particularly of Maryland women in promoting social reforms and working for equal rights.

- TO ENCOURAGE ADDITIONAL RESEARCH about the challenges and struggles of women historically and in modern times as they strive to gain full rights as citizens and to foster change for the betterment of society.

- TO PRESENT ROLE MODELS for females and males interested in broadening experiences and pursuing interests in areas of social reform.

- TO PROVIDE ACTIVITIES for teachers, students, and communities to use in incorporating recognition of women's contributions into all subject areas.

RESOURCE PACKET FORMAT

This packet is divided into five units, each having the special components described below:

I. MARYLAND WOMEN AND SOCIAL REFORM: MAKING A DIFFERENCE

- Background information on the role of women in social reform
- Biographical sketches (PROFILES) of historical Maryland women in ten social reform areas and of contemporary women in the same ten areas (Refer to Table of Contents for names of specific women)
- Questionnaire responses (REFLECTIONS) of representative contemporary Maryland women social reformers
- Background information on Maryland's women's organizations active in social reform
- Student activities related to women and social reform (Yellow Pages)

II. SPECIAL TRIBUTES

- Memorial tributes to challenger Space Shuttle crew members Judith Resnick and Christa McAuliffe
- Maryland Women's 1986 Hall of Fame Inductees

III. POTPOURRI OF ACTIVITIES (Yellow Pages)

- A collection of miscellaneous women's history classroom (K-12) and community activities developed by Maryland teachers, students, and organizations

IV. RESOURCE DIRECTORY

- A reference index listing all Maryland women profiled in previous Women's History packets (1981-86)
- A listing of organizations, print, and non-print materials related to the topic "Women and Social Reform."

V. SPEAKERS LIST (Blue Pages)

- A listing of individuals available to speak to school groups and organizations during the week of March 8-14, 1987 (the focus week of Women's History Month).

PACKET USAGE

It is recommended that these materials be used throughout the year, but especially during the month of March. Teachers may also want to supplement and complement this packet with materials from past Women's History Week resource packets, and with materials specific to your local area. Individual sections may be distributed to specific content area teachers. The Speakers List (blue pages) should also be made available to all teachers. This list includes names of persons available to speak on women in various fields.

Reproducible activities and ideas for additional student activities are provided throughout the packet. It is hoped that activities will be selected, modified, expanded, and augmented according to the needs and interests of the students in your individual school and community settings. They may also be adapted for different grade levels. It is recommended and urged that students and educators create their own materials to add to the packet. A Student Input Form in the Activities Potpourri Section of the packet gives suggestions for the types of activities that might be developed. A Record of Activities Form is also provided for schools and organizations to return, so that their Women's History Week Activities may be shared with other schools and organizations. Many of these types of activities are included in this packet.

Other materials available for use are Maryland Instructional Television's 1982 award winning television program, "Women in the Active Voice: The Changing Mosaic." This program, including interviews with selected Maryland women, is available from the Maryland State Department of Education or from your school district's media services department.

PACKET AVAILABILITY

Officially commemorated since 1981, Maryland Women's History Week in the past five years has focused on Notable Maryland Women; Women Who Helped Build Our Nation; Maryland Women of Diverse Cultures; Choices, Changes, and Challenges (Changing Roles of Women, Women and Work, Women's Issues); Maryland Women in the Arts; and Maryland Women in Government, Law and Public Interest Media. An index of the names of all women profiled in previous packets is provided in the Resource Directory section of this packet. Copies of resource packets for each year were sent to every public school and library in Maryland, and should be on file for your use. The coordinating sponsors of the statewide celebration are the Maryland Commission for Women and the Maryland State Department of Education. Inquiries about this packet should be made to the Office of Equal Opportunity, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland, 21201 (301-333-2230).

MARYLAND WOMEN AND SOCIAL REFORM
MAKING A DIFFERENCE
OVERVIEW

In 1987 the United States celebrates the bicentennial of the U.S. Constitution, which addresses our nation's commitment "to form a more perfect union." Throughout the history of our nation and of our state women have been at the forefront of this commitment, and have provided particular leadership in meeting the Consitution's pledge to "promote the general welfare." This Women's History Resource Packet highlights Maryland women's efforts in the area of social reform -- of promoting the general welfare in areas such as human and civil rights, health and safety, environmental issues, education, government, family concerns, and the improvement of living and working conditions throughout society. These efforts by Maryland women date back 12,000 years to the matriarchial society of the Piscataway Indians, and continue today in all spheres of public life.

And I ride, ride, I ride on to the end -
To fail, to flourish, to wither or to win
We lurch, distribute, we extend, begin.
Gwendolyn Brooks

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DEDICATION

This packet is dedicated to those Maryland women who have made and continue to MAKE A DIFFERENCE in creating a better world.

We are in for a very, very long haul...
I am asking for Everything you have to give

We will never give up...
You will lose your Youth, your Sleep,
your Patience, your Sense of Humor
and occasionally... the understanding & support
of people that you Love very much

In Return, I have nothing to offer you but...
Your Pride in being a woman, and
all your Dreams you've ever had for your daughters,
and nieces, and grandaughters...
Your Future
and the certain Knowledge that
at the end of your days
you will be able to look back and say that

Once in your life
you gave Everything you had
for Justice... (Jill Ruckelshaus)

MARYLAND WOMEN AND SOCIAL REFORM

MAKING A DIFFERENCE

BACKGROUND:

- General Information on Women's Contributions to Social Reform
- Overview of the Women's Rights Movement

PROFILES AND PERSONAL REFLECTIONS:

- Biographical Sketches of Maryland Women Social Reformers
- Questionnaire Responses from Contemporary Maryland Women Social Reformers
- Activities Related to "Profiles" and "Reflections"

ORGANIZATIONS AND SOCIAL REFORM

- Background Information
- Activities

GENERAL ACTIVITIES:

- Student Activities Related to "Making A Difference" Theme

WOMEN AND SOCIAL REFORM

MAKING A DIFFERENCE

- AN OVERVIEW -

Jo Ann Robinson
Professor of History
Morgan State University

NATIONAL REFORM EFFORTS

Until the Nineteenth Amendment to the U.S. Constitution was ratified in 1920, American women were excluded from participation in electoral politics. However, political exclusion stifled neither their political consciousness nor their social activism. From the earliest days of the Republic, American women were among those who opposed injustice, championed humanitarianism and "inspired" or breathed life into, many of the nation's most significant movements for social, political and economic reform.

To abolish slavery and end racial discrimination; encourage world peace; humanize prisons, hospitals and facilities for the mentally ill; enrich and equalize public education; create decent living and working conditions for all Americans — these have been among the paramount objectives of women reformers in the United States. They have also persisted in claiming equal rights for themselves in all areas, including voting, education, employment, medical care and marital arrangements.

No history of abolitionism is complete without acknowledgement of the indomitable courage of Harriet Tubman, the messianic spirit of Sojourner Truth, the studied defiance of Angelina and Sarah Grimke, to name just four representative figures from the nineteenth century. To chronicle contemporary wars against Jim Crow and other manifestations of racism requires paying tribute to the work of such women as Mary Church Terrell, Ida B. Wells Barnett, Ella Baker, Fannie Lou Hamer and Coretta Scott King.

Similarly, the history of American peace movements must encompass the opposition of Mother Ann Lee and her Shaker followers to the American Revolution, the World War I founding of the Women's Peace Party (precursor of today's Women's International League for Peace and Freedom) and the emergence, in the era of Vietnam, of Women's Strike for Peace and the Jeannette Rankin Brigade, named for America's first woman to be elected to Congress and one of the few stalwart opponents of every war in which the U.S. participated in this century.

Institutional and urban reform reached a crest in the Progressive Movement of the early twentieth century. At the forefront of this movement were such women as Rose Schneiderman and Mary Anderson, advocating for labor unions; Florence Kelly championing the cause of working women and children; Jane Addams and Lillian Wald, heading the settlement house movement. Excellent, accessible and equitable public education was another concern of progressive women reformers. No one exemplified it more than Mary McLeod Bethune, out of whose life-long commitment to education, particularly for poor black children, emerged the Bethune-Cookman College. When reformism crested again in the New Deal years, women reformers, inspired and encouraged by Eleanor Roosevelt, were again prominent, including Mrs. Bethune as Director of Negro Affairs for the National Youth Administration.

PEACE
AND
JUSTICE

VOTES FOR WOMEN

Out of the movement for women's suffrage (which dates back to the eighteenth century pleas of Abigail Adams for the inclusion of citizenship rights for women in the U.S. Constitution) came many strong leaders. The best known in the nineteenth and early twentieth centuries were Susan B. Anthony, Elizabeth Cady Stanton and Carrie Chapman Catt (founder of the still influential League of Women Voters). Equally strong, and fighting a two-front battle against sexism and racism, were such Afro-American suffrage leaders as Mary Church Terrell, Mary Ann Shadd Cary, Sarah Garnet and Josephine St. Pierre Ruffin.

Active work for personal rights beyond the vote in the area of birth control began with Emma Goldman and Margaret Sanger in the early twentieth century. The vision of total equality, as articulated in the Equal Rights Amendment, was first put forward by Alice Paul in 1923 and now holds a central position on the agenda of the nation's largest feminist group, the National Organization for Women, founded in 1966 by Betty Friedan.

MARYLAND WOMEN AND SOCIAL REFORM

Women in Maryland participated in and contributed to many of these national reform movements. Our state can boast of its fair share of women reformers.

Of these, the redoubtable Harriet Tubman is perhaps the most famous. In her time another Maryland freedom crusader, the free-born Frances Ellen Watkins Harper, also achieved nationwide recognition as an anti-slavery lecturer, author and worker on the Underground Railroad. In the civil rights struggles of more contemporary times Lillie May Jackson contributed in major ways to breaking down barriers of segregation and discrimination in public education, public facilities and employment, and her daughter, Juanita Jackson Mitchell, continues to work in the area of civil rights.

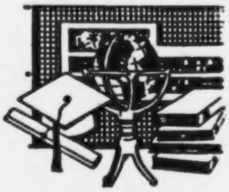
Rights of disabled individuals in recent decades have been furthered by such Maryland women as Mary Switzer, a national leader in efforts to provide rehabilitation services and job training for persons with disabilities, and Maisie Hodes Wood, former chairperson of the Governor's Committee on Employment of the handicapped.

The Women's International League for Peace and Freedom has maintained strong chapters in Maryland. Gertrude Carman Bussey served this peace organization not only as a local leader but in national and international positions as well. The commitments of women such as Bussey were often numerous and interlocking, combining the pursuit of peace with a dedication to social justice, civil rights and civil liberties and economic equality. The activities of Bussey's older colleague, Elizabeth Coit Gilman, provide another illustration of such overlapping commitments. Gilman, too, provided leadership in WILPF, served other peace organizations, and became prominent also in various labor, Socialist and progressive movements.

Every reform was once a private opinion

A similar pattern characterized the labors of many of Maryland's leading PRogressive women. Anna Lloyd Corkran numbered among her achievements a prime role in founding the Women's Civic League, with a characteristically Progressive agenda of making Baltimore a safe and healthy city and upgrading its public institutions, especially the public schools. Maryland's first black social worker, Sarah A. Collins Fernandis, was dedicated to insuring that this agenda include black citizens. To this end she worked with the Women's Civic League and also founded and served as first president of a black women's organization, The Women's Cooperative Civic League. The roster of progressive reformers includes many other Maryland women. Black social worker Anita Rose Williams, one of the founders of the Colored Young Women's Christian Association in Baltimore City in 1896 and Frances Morton Froelicher, a key figure in establishing the Citizen's Planning and Housing Association in 1941, are among the most noteworthy.

Women reformers have also served the cause of public education in Maryland. Lucretia Thomas Kennard Daniels, the first black woman superintendent of Schools in the state, worked incessantly to provide black students and their communities with education programs, facilities and personnel that were equal to those enjoyed by whites. Among the countless other Maryland women who have been devoted to public education, two who particularly stand out are the formidable Marie Von Hattersheim Bauernschmidt, who battled to separate politics from schools, and the lawyer, legislator and member of the State Board of Education, Mary Eliza Watters Risteau. Her Equalization Plan, passed by the General Assembly in 1923, represents the first effort in the history of the state to achieve equitable education funding between poorer and wealthier subdivisions.



Baltimore civic leader Henrietta Szold began classes in the nineteenth century for newly arrived immigrants, creating the foundations for adult education. Elizabeth Bayley Seton, the first American woman to be canonized as a Roman Catholic Saint, was instrumental in starting parochial schools in the United States.

In the area of health, safety and environmental issues, Maryland women have also provided leadership. Examples are Clara Barton, who founded the American Red Cross; Rachel Carson, who began the modern environmental movement by warning of the dangers of pesticides; and Drs. Helen Brooke Taussig and Florence Sabin, who worked in developing techniques to reduce infant mortality and improve public health care.

Maryland's suffrage movement drew strength from a vast army of able women, starting in the seventeenth century with Maryland Woman Suffrage Association in 1894 ; Elizabeth K. Ellicott, leader of the Equal Suffrage League of Baltimore which she started in 1906; and Madeline Ellicott, a prime mover in establishing the Maryland State League of Women Voters in 1920. After the Nineteenth Amendment was ratified, Etta Maddox established the Women's Democratic Club, while her sister, whose married name was Emma Funck, helped to start the Maryland Federation of Republican Women.

EQUAL JUSTICE UNDER LAW

Credit for passage of the Maryland Equal Rights Amendment begins with the pioneering efforts in the 1950's of two lawyers, Helen Elizabeth Brown and Jeanette Wolman. Maryland's chapters of the National Organization for Women remain at the forefront in the battle to obtain ratification of the national E.R.A. Women such as Marylander Carmen Delgado Votaw provide leadership today for equal rights for women around the world.

Women making a difference

MOVING AHEAD

Maryland women today continue to make important contributions in all areas of social reform. Through volunteer efforts, organizational activities, and professional and personal commitment, these women MAKE A DIFFERENCE in improving our daily lives and paving the way for a better future.

QUOTABLES

MARYLAND WOMEN AND SOCIAL REFORM

You must never so much as think whether you like it or not, whether it is bearable or not; you must never think of anything except the need, and how to meet it.

Clara Barton

It is important to document women's contributions to the movement of social reform. We are like beggars sitting on bags of gold. Women have and will continue to make a difference.

Juanita Jackson Mitchell

Woman's Rights Movement

The Women's Rights Movement has been and continues to be an important area of social reform led by women. This section contains the following:

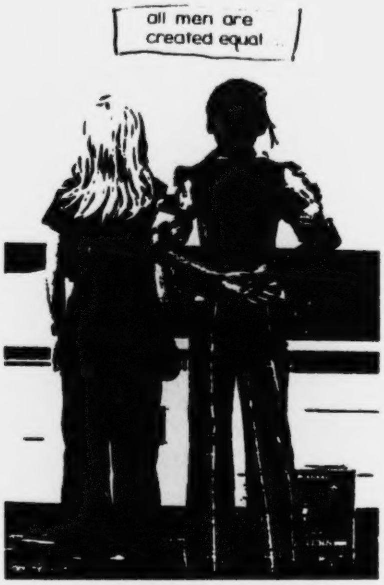
- Background information and student activities about the Women's Rights Movement

MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

INTRODUCTION

When the authors of the American Declaration of Independence in 1776 declared that "all Men are created equal" they discounted and disenfranchised what is today more than half of the U.S. population -- American's women. The struggle for women's rights has continued throughout our nation's history, with spokeswomen such as Abigail Adams imploring her husband, President John Adams, to "remember the ladies" in his government plans. He ignored her plea, and the organized women's rights movement did not really solidify and gain full national attention until the 1840's. The major event of this early movement was the National Women's Rights Convention in Seneca Falls in 1948.

The following pages highlight the Seneca Falls conference and note some other important landmarks in the Women's Rights Movement. (The Suffrage Movement, an important part of women's struggle for equality, is discussed in greater detail in the 1986 Maryland Women's History Resource Packet: "In the Public Interest - Women in Government and Law"). Also included in this section are profiles of a few representative organizations that work for women's rights in Maryland, as well as an overview of the Maryland Equal Rights Amendment.



MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

THE WOMEN'S RIGHTS MOVEMENT

Many milestones occurred in the movement to secure equality for women following the Seneca Rights Conference. This struggle was led by newly established women's organizations.

Following is a chronology of a brief sampling of these milestones (NOTE: This section of this packet is not intended to explore the women's rights movement in detail, but to provide encouragement for students to do further research. The chronology is excerpted from "Rediscovering American Women," The Spirit of Houston Report, National Commission on the Observance of International Women's Year, Washington, D.C., 1978.)

BEFORE SENECA FALLS

circa 1600
The Constitution of the Iroquois Confederation of Nations guaranteed women the sole right and power to regulate war and peace. The women also selected tribal leaders.

1620
The Mayflower Compact was signed aboard ship by 39 men and male servants among the 102 passengers aboard the Pilgrim vessel. Women, who were not considered free agents, were not asked to sign. Only five of the 18 wives who arrived in Plymouth on the *Mayflower* survived the first harsh winter in the new land.

1648
The first attempt by a white woman to obtain political power in America originated with Margaret Brent. In a petition to the Colony of Maryland House of Delegates she requested two votes

American Revolution
Women's groups, such as the Daughters of Liberty, organized to boycott tea and later to provide clothing and supplies for the Army. Deborah Sampson served as a soldier, for which she received a military pension, and Molly Pitcher assisted in the battlefield.

1777
Abigail Adams wrote to her husband, John Adams, and suggested, "... in the code of laws ... I desire you to remember the ladies and be more generous and favorable to them than your ancestors.

1788
Mercy Otis Warren, the first American woman historian, a political satirist and playwright, wrote her *Observations on the New Constitution* in which she deplored the absence of a Bill of Rights. The first 10 Amendments (the Bill of Rights) were added to the Constitution in 1791.

1810
Mother Elizabeth Bayley Seton founded and became head of the first sisterhood in America, the Sisters of Charity of St. Joseph's. She was canonized as the Catholic Church's first U.S.-born Saint by Pope Paul VI in 1975.

1821
Emma Willard founded a female seminary at Troy, N.Y., the first effort to provide secondary education for women. In 1837 Mary Lyon founded Mt. Holyoke Seminary (later College), which provided education similar to that offered to men at the better men's colleges.

1828
The first known strike of women workers over wages took place in Dover, N.H. Similar strikes were waged in Lowell, Mass. in 1834 and 1836 by women textile workers protesting reduced real wages.

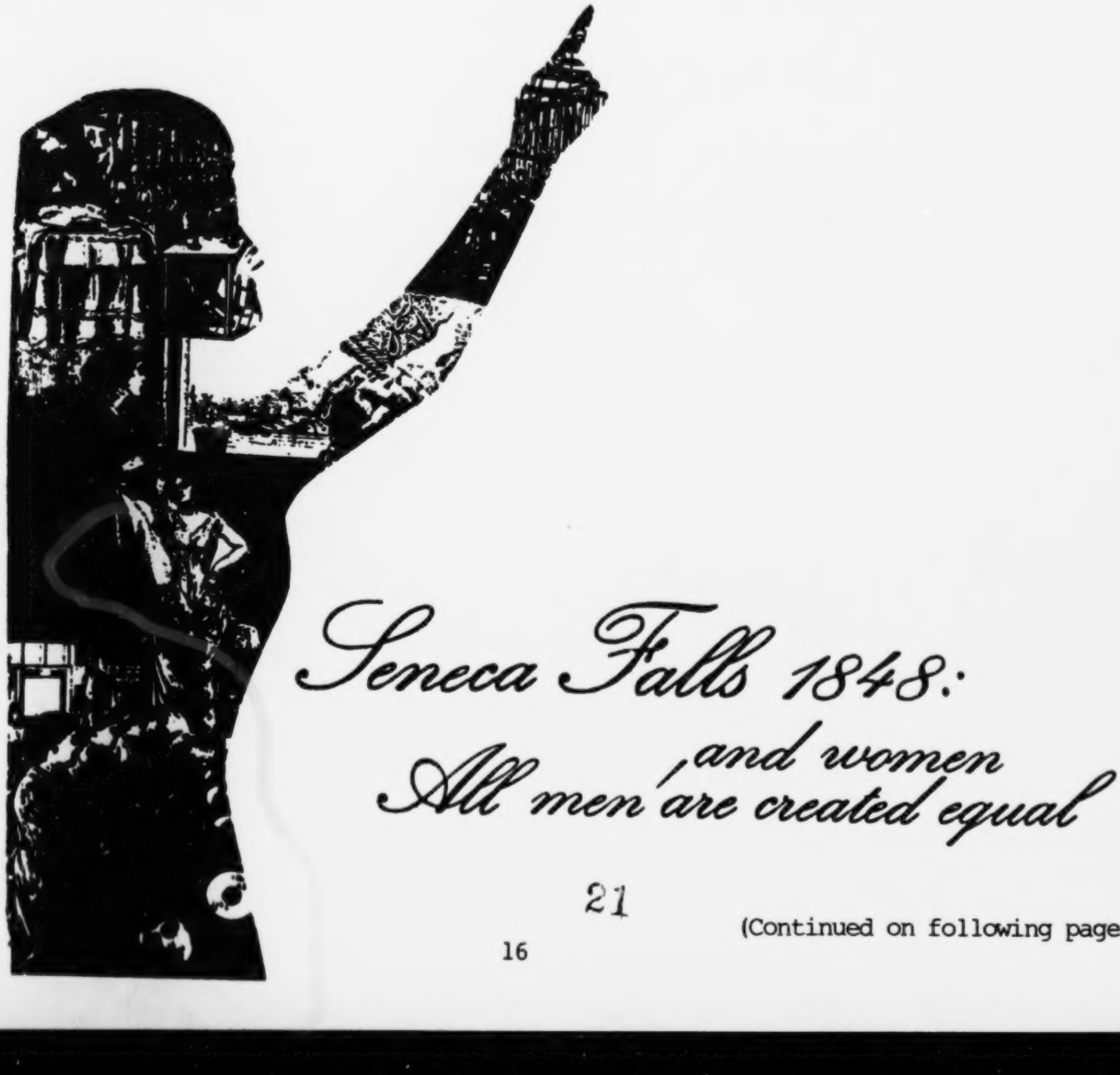
1845
Woman in the Nineteenth Century, written by Margaret Fuller, was an early and influential publication urging women's rights. Fuller wrote: "We would have every path laid open to Woman as freely as to Man."

THE SENECA FALLS CONVENTION

**EQUAL
RIGHTS
FOR
WOMEN**

At an early age in Johnstown, New York, Elizabeth Cady resolved to reform laws that placed women in a lower civil, social, and political status than men. In 1840 when she was married to Henry Stanton, a prominent abolitionist, they agreed not to include the word "obey" in the ceremony. She and Lucretia C. Mott organized the first women's rights convention in Seneca Falls, New York in 1848. The Declaration of Sentiments which she wrote for that convention was unanimously adopted by the group. For forty years after that Elizabeth Cady Stanton worked closely with Susan B. Anthony and other suffragists to bring about amendments to laws granting women's rights in salaries, joint guardianship of children, and property ownership. They also advocated the radical idea that women be allowed to vote. The Declaration of Sentiments (see page 18), consciously modeled after the Declaration of Independence, points out omissions in that historic document.

Following is a narrative account of the historic women's rights Seneca Falls Convention.


Seneca Falls 1848:
All men, and women are created equal

(Continued on following pages)

The Seneca Falls Convention and the Women's Rights Movement

IN JULY 1848, fate seems to have brought together five women in the right place to start the women's rights movement. Elizabeth Cady Stanton was living in Seneca Falls, New York at the time. Lucretia Mott was visiting her sister, Martha Wright (1806–1875), in a nearby town. The solemn compact that Mrs. Stanton and Mrs. Mott had made eight years before at the World Anti-Slavery Convention in London, to take action regarding women's lowly status, was about to be implemented. However, none of the five women who met for a social afternoon around the tea table in the Waterloo home of Jane Hunt on July 14 was aware that their meeting would have momentous results. Bored and frustrated, Mrs. Stanton unexpectedly began to pour out a "torrent of long-accumulating discontent" about the numerous grievances suffered by women. Then and there the five women present decided to do something. Before they parted a notice had been sent to the *Seneca Falls Courier* announcing to women of surrounding towns that the first Women's Rights Convention would take place on July 19 and 20 in the Methodist Church in Seneca Falls.

In the five days following Mrs. Mott, Mrs. Stanton, Mrs. Wright, Mrs. Mary Ann McClintock, and Mrs. Jane Hunt drew up, with moments of doubt and moments of near panic, a Declaration of Women's Rights in the format of the Declaration of Independence. It boldly stated that all men and women are created equal. Its Declaration of Sentiments pointed out that a woman had never been permitted to "exercise her inalienable right to the elective franchise," that, if single, she must pay taxes without representation, that, if married, she is "civilly dead," with no right to her wages or her property, that, if divorced or separated, the law gives the husband a "false supposition of supremacy," that a woman is discriminated against in employment and in the professions, that the most remunerative jobs and professions are not open to her, that colleges are closed against her, that she is excluded from the ministry, that a double standard of morals prevails.

On the beautiful July 19th morning of the Seneca Falls Convention, some three hundred people appeared for the first day's meeting, including, unexpectedly, forty men. Some women drove in by farm wagon from the surrounding countryside, bringing friends and neighbors along. James Mott, husband of Lucretia Mott, presided at the meeting. No woman dared to do so. A few women made speeches. For Mrs. Stanton, who was to become a forceful and eloquent public speaker, the speech she read at this first Women's Rights Convention was her first. One by one the fourteen resolutions submitted to the convention were discussed and passed unanimously—all except one. Even Lucretia Mott quailed before the resolution that read "Resolved, that it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise." This resolution was carried by a small majority headed by Mrs. Stanton. Frederick Douglass, a black man, was one of the few men voting for the resolution.

The press for the most part ridiculed the Seneca Falls Women's Rights Convention, with headlines such as "Bolting Among the Ladies," "Women Out Of Their Latitude," and "Insurrection Among the Women." Some of the more timid signers of the Seneca Falls Declaration withdrew their signatures. But word got around far and wide to women that action had been started in their behalf, and the movement gained momentum.

Two weeks after the Seneca Falls Women's Rights Convention a follow-up convention was held in Rochester, New York (July 1848), with many of the same people attending. No national organization was formed. No headquarters were established. No officers were elected. But the idea of women's rights and the possibility of the vote for women spread from these meetings to the north, to the south, and to the west.

Elizabeth C. Stanton a rebellious thinker and a fluent writer for the women's rights movement, raised seven children, and said that motherhood required "more knowledge than any other department in human affairs." NYPL Picture Collection

Declaration of Sentiments, Seneca Falls, 1848

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, as single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

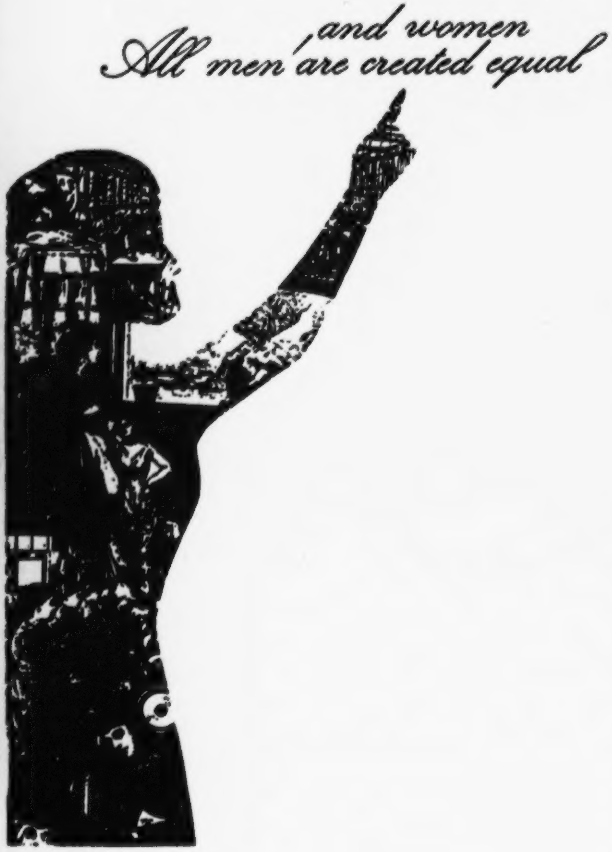
He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

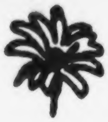

All men, and women, are created equal

One thousand people attended a Women's Rights Convention held in Worcester, Massachusetts, on October 23, 1850, including delegates from as far away as California, and men and women from ten other states. The idea of women's rights was established in women's minds from then on. National conventions were held every year from 1850 to 1860 (with the exception of 1857) and there were meetings in Pennsylvania, Ohio, Indiana, and Massachusetts. Individual women also publicly took a stand for women's rights. Pauline Wright Davis's magazine, *The Una*, announced that it was "Devoted to the Elevation of Women," and became the first women's rights magazine. Lucy Stone, the silver-tongued orator of the antislavery movement, began lecturing throughout the country on women's rights, and Susan B. Anthony, the "mother of woman suffrage" joined the cause.

Mrs. Stanton was a fluent writer and public speaker. Miss Anthony was a fact collector, an indefatigable organizer, but a diffident speaker though she spoke whenever called upon to do so. Working together, these two women steered the women's rights movement through the nineteenth century.

Miss Anthony began with a series of campaigns by petition for redress. From 1850 to 1920 (with the exception of war years) literally millions of women's signatures on a variety of petitions would bombard state legislatures, and members of Congress would not be allowed to forget that women wanted their rights and the vote. For the first time, many women faced the fact that they were second-class citizens

SOURCE: A Pictorial History of Women in America, Crown Publishers, Inc., New York, 1975



MAKING A DIFFERENCE: WOMEN'S RIGHTS MOVEMENT

EQUAL
RIGHTS
FOR
WOMEN

TO DO:

1. Read the "Declaration of Sentiments" (on page 18 of this packet).
2. Complete the activities below.

Discussion

1. In modeling this statement after the Declaration of Independence, why do you think the word "Independence" was changed to "Sentiments" in the title?
2. How do the first two paragraphs differ from the opening of the Declaration of Independence?
3. The Declaration of Independence contains a long list of charges against the King of Great Britain, all beginning with the pronoun "He." In Stanton's long list of charges, to whom does "He" refer?
4. Why do you think Stanton's proposals met with such great opposition in 1848? Which of her proposals are still being opposed today?

Vocabulary

ANTONYMS are words that have exactly opposite or approximately opposite meanings. Each group of four words in this exercise contains two antonyms along with two other words. For example:

suffrage guardianship exception disfranchisement

In this case, the antonyms are *suffrage* (the right to vote) and *disfranchisement* (denial of the rights of citizenship, particularly the right to vote). Therefore, even though the two words' meanings are not exactly opposite, they are the two words in the group closest to being antonyms. Consult a dictionary for the meanings of any unfamiliar words below. Then copy the two antonyms from each series.

1. despotic candid degraded evasive
2. delinquency chastisement impunity misconception
3. abject equal glorified transient
4. abuse affix declare remove
5. prerogative impediment right instrumentality
6. grant usurp occupy dictate
7. assurance irresponsibility prudence endowment
8. derived aggrieved encouraged deemed

Lesson-- Women's Rights: Beginning the Struggle

This is a short lesson, easily completed in a single class period. You can insert it during the study of the beginnings of the movement for women's rights—or of the movement for abolition of slavery. The relationships of these two movements are important, and often overlooked in our texts. Anti-slavery societies began to be organized in the early 1830s. Many women were involved—both white and free black—and spoke of their right to protest the institution of slavery. In doing so, they were demanding to be heard as *citizens* of a democracy. The struggle for women's rights thus really grew out of the early anti-slavery movement.

The women who first began to demand their rights showed tremendous courage. In the early 1800s the idea of women speaking in public was outrageous to many Americans, to women as well as men. People then were convinced that a woman's place was solely in the home. Men were meant to make the rules in business, in government, and in the family.

This lesson is the story of one woman's courage in defying the thinking of her times. Lucy Stone spoke for women's rights and against slavery. In reading about her own feelings, students should:

—recognize the courage needed by early advocates of rights for women;

—empathize with a person willing to stand up for her beliefs;

—gain a better understanding of the temper of public opinion toward advocates of abolition and women's rights.

FOR RESEARCH

Have students find out more about women who began speaking out for women's rights. Sarah and Angelina Grimke had begun even before Lucy Stone. Some might find information about the famous black abolitionist, Sojourner Truth. What did she say about the rights of women? Also, good biographies are available on Lydia Maria Child and Fanny Kemble.

Some students could research and report on the story of Oberlin College, and others the Seneca Falls Convention of 1848.

EXTENDING THE LESSON

Another glimpse into Lucy Stone's beliefs, and those of her husband, is provided by her marriage contract with Henry Blackwell (see box) which protests against the limited rights and unequal status of women in marriage. In addition to providing students with evidence of women's lot in the mid-1800s, the Stone-Blackwell contract can also serve as a benchmark for comparing marriage today with marriage 100 years ago.

An Unusual Marriage Contract

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious and unnatural superiority, investing him with legal powers which no honorable man would exercise, and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal, and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry.
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property.

We believe that personal independence and equal human rights can never be forfeited, except for crime; that marriage should be an equal and permanent partnership, married partners should provide against the radical injustice of present laws, by every means in their power.

We believe that where domestic difficulties arise, no appeal should be made to legal tribunals under existing laws, but that all difficulties should be submitted to the equitable adjustment of arbitrators mutually chosen.

Thus reverencing law, we enter our protest against rules and customs which are unworthy of the name, since they violate justice, the essence of law.

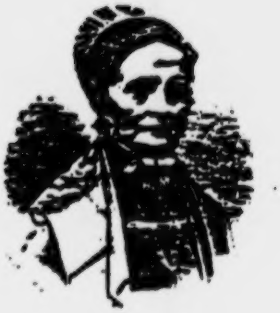
(Signed) *Henry B. Blackwell*
Lucy Stone

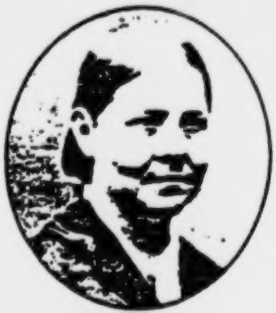
Source: *History of Woman Suffrage*, edited by Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joslyn Gage, vol. 1 (New York: Fowler and Wells, 1881).

Source: Intercom Magazine, Global Perspectives in Education, Issue 94/95,July, 1979

The Woman's Suffrage Movement

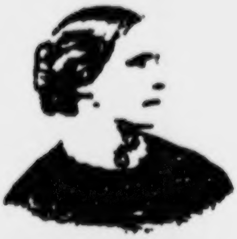
Lucretia Mott

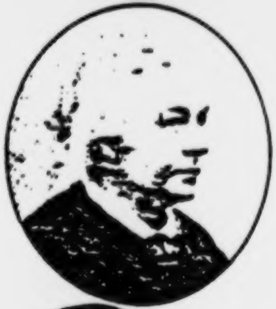




Lucy Stone

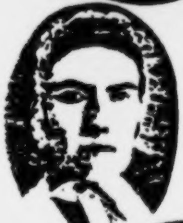
Susan B. Anthony



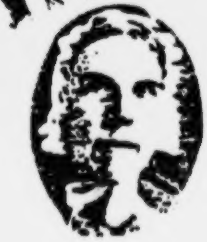


Elizabeth Cady Stantor

Carrie Chapman Calt



Angelina Grimke



Sarah Grimke

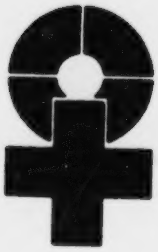
Above are pictures of several women who were leaders in the United States' woman's suffrage movement to win the right to vote.

TO DO AND DISCUSS

1. What values and beliefs do you think might have been common to these women? Do you think you would have been active in the suffrage movement (Note: Both men and women were active)?
2. Read more about one of the women pictured. Prepare a report or create a skit, poem, song, or poster about that woman.

MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

AFTER SENECA FALLS



1848
The first Women's Rights Convention was held in Seneca Falls, N.Y., led by Lucretia Mott and Elizabeth Cady Stanton. Its Declaration of Sentiments, paraphrased from the Declaration of Independence, stated that "all men and women are created equal." Eleven resolutions were approved, including equality in education, employment, and the law. A resolution advocating the right to suffrage passed by a narrow margin, with some delegates feeling that it was too daring a proposal.

The first issue of *The Lily*, a temperance paper, appeared with an editorial by Amelia Bloomer, later known for her experiment in clothing reform.

1849
Elizabeth Blackwell received her medical degree at Geneva, N.Y., becoming the first woman doctor in the United States.

1851
Sojourner Truth, ex-slave, electrified an audience in Akron, Ohio by drawing a parallel between the struggle for women's rights and the struggle to abolish slavery.

Civil War
Women were responsible for the establishment of the U.S. Sanitary Commission. Dorothea Dix, Clara Barton, and Mother Bickerdyke served as nurses and trained others. Dr Mary Walker was one of several women who served as doctors and surgeons at the front.

Susan B. Anthony organized the National Women's Loyal League to collect signatures for passage of the 13th amendment abolishing slavery. Women's rights leaders were prominent in the struggle to end slavery.

Women entered government offices to replace clerks who went to war. This established women not only in Government service but in clerical work. After the invention of the typewriter in 1867, women flocked to white collar office work, which began to be considered a women's specialty.

1864
Working Women's Protective Union was founded in New York to ensure fair treatment for women wage earners. Thousands of women were working in factories.

1865
Vassar College opened, offering the first college-level curriculum for women.

1866
Elizabeth Cady Stanton became the first woman candidate for Congress, although women could not vote. She received 24 votes.

1868
The first women's suffrage amendment to the Constitution was introduced by Senator S. C. Pomeroy of Kansas. In 1878 another proposal for woman suffrage, which came to be known as the Anthony Amendment, was introduced.

1869
After passage of the 14th and 15th amendments granting suffrage to all males, both black and white, leaders of the women's movement determined to press their own claims more vigorously. Because of differences over strategy, two organizations were formed. The National Woman Suffrage Association was led by Elizabeth Cady Stanton and Susan B. Anthony while the more conservative American Women Suffrage Association was directed by Lucy Stone and Julia Ward Howe. Unification of these two groups was not achieved until 1890.

1870
Women gained the right to vote and to serve on juries in the Territory of Wyoming.

1872
Susan B. Anthony attempted to vote in Rochester, N.Y. She was tried and convicted of voting illegally but refused to pay the $100 fine.

1873
Belva Lockwood was admitted to the bar of the District of Columbia and in 1879 won passage of a law granting women lawyers the right to practice law before the U.S. Supreme Court. She ran for President in 1884 as candidate of the National Equal Rights Party and got 4,149 votes.

1874
Under the leadership of Frances Willard, the Women's Christian Temperance Union became the largest women's organization in the Nation.

1878
The Knights of Labor advocated equal pay for equal work, the abolition of child labor under age 14, and in 1881 opened their membership to working women. By 1886, 50,000 women were members.

1896
The National Association for Colored Women, the first national organization of black women, was established, and Mary Church Terrell served as first president.

1898
Charlotte Perkins Gilman published *Women and Economics*, in which she decried the wasted efforts and the low economic status of the housewife. Gilman advocated the industrialization of housework and the socialization of child care.

MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

TWENTIETH CENTURY

1900
The first decade of the 20th century showed the greatest increase in the female labor force of any period prior to 1940. New groups were formed to protect women and children from exploitation by industry. Several unions were organized at this time composed largely of women in the garment trades. Mother Jones, a labor organizer, led a march of children who worked in the Pennsylvania textile mills to the home of President Roosevelt in Oyster Bay, Long Island to call public attention to their plight.

1909
The first significant strike of working women, "The Uprising of the 20,000," was conducted by shirtwaist makers in New York to protest low wages and long working hours. The National Women's Trade Union League (founded in 1903) mobilized public opinion and financial support for the strikers.

1911
The Triangle fire on March 25, in which 146 women shirtwaist operators were killed, dramatized the poor working conditions of immigrant women. A report of the Senate Investigation of the Condition of Women and Child Wage Earners led to establishment of the Children's Bureau (1912) and later the Women's Bureau of the Department of Labor (1920).

1913
Harriet Tubman, ex-slave and most famous "conductor" on the Underground Railroad, died in poverty.

1915
Jane Addams, "the angel of Hull House," Carrie Chapman Catt, and other women leaders held a meeting of 3,000 women in Washington, D.C. on January 10 which organized the Women's Peace Party. They called for the abolition of war.

Margaret Sanger, having studied birth control clinics abroad, returned home to campaign against the legal barriers to the dissemination of contraceptive information. She and other women, including Emma Goldman, were jailed for their efforts.

1916
Impatient with the slow pace of the woman suffrage campaign, Alice Paul organized the National Woman's Party to conduct a more militant strategy. Its followers organized suffrage parades, picketed the White House, and chained themselves to its fence.

1917
Jeannette Rankin, a Republican from Montana, was the first woman elected to serve in Congress. The first vote she cast opposed American entry into World War I. She was the only woman to serve in Congress before adoption of the Federal suffrage amendment.

1920
On August 26, the 19th amendment was ratified and 26 million women of voting age finally gained the right to vote.

1923
The Equal Rights Amendment, advocated by Alice Paul and the National Woman's Party, was introduced in Congress for the first time. Most women did not support this effort because they feared it would threaten protective legislation for women workers who labored in sweatshop conditions.

In the following years, the momentum of women's campaigns for access to equal education, employment, and professional achievement waned.

1930
The Depression encouraged reaction against any change in women's traditional domestic role. Legislation restricted the employment of married women, and there was strong public disapproval of women working when men were unable to find employment. Nevertheless, many women performed low-paid labor to support their families. Opportunities for women to obtain college educations and graduate training were limited by lack of financial support.

1933
Frances Perkins, the first woman to hold a Cabinet post, was appointed to head the Department of Labor by President Roosevelt and served in his cabinet for 12 years.

Eleanor Roosevelt turned her 12 years in the White House into a model of activism and humanitarian concern for future First Ladies.

1935
The National Council of Negro Women was founded in New York, with Mary McLeod Bethune as its first president.

1940
The percentage of working women was almost the same as it had been in 1900, when one of every five women worked for wages. After the U.S. entered World War II, wartime needs required the employment of large numbers of women. "Rosie the Riveter" became a national symbol. After the war, many women remained in the labor force, although many were displaced by returning veterans. Between 1940-60, the number of working women and the proportion of working wives doubled

1953
Simone de Beauvoir's *The Second Sex*, a scholarly and historical analysis of the inferior status of women, was published in the United States.

1956
Rosa Parks, a black seamstress, refused to give up her bus seat to a white man and was arrested, touching off the Montgomery, Alabama bus boycott.

1961
The President's Commission on the Status of Women, chaired by Eleanor Roosevelt, was established by Executive Order 10980, with a charge to study seven areas: education, private and Federal employment, social insurance and tax laws, protective labor laws, civil and political rights and family law, and home and community.

1962
Acting on a recommendation of his Commission on the Status of Women, President Kennedy issued an order requiring Federal employees to be hired and promoted without regard to sex. Prior to this order, Federal managers could restrict consideration to men or women.

1963
The National Federation of Business and Professional Women's Clubs adopted as its top priority the nationwide establishment of State commissions on the status of women. By June 1964 when the first national conference was held, there were 24 commissions, and by the end of the year there were 33.

The Equal Pay Act was passed in June, effective June 1964, after formation of a coalition of women's organizations and unions to support it in Congress.

The Feminine Mystique by Betty Friedan was published. Describing social pressures that sought to limit women to roles as wives and mothers, it became a national and influential best seller.

1964

Title 7 of the Civil Rights Act, enacted in 1964, prohibited discrimination in employment because of sex, race, color, religion, and national origin.

The first meeting of the First National Institute on Girls' Sports was held "to increase the depth of experience and expand opportunities for women."

1966

The National Organization for Women (NOW) was organized at the Third National Conference of Governors' Commissions on the Status of Women as a culmination of dissatisfaction with the failure to enforce Title 7 of the Civil Rights Act.

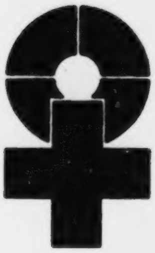
1968

Beginning in 1968, a number of distinguished Native American women, including Lucy Covington (Colville), Ramona Bennett (Puyallup), Joy Sundberg (Yurok), and Ada Deer (Menominee), were elected as tribal chairs.

1969
Shirley Chisholm, Democrat of New York City, was the first black woman elected to Congress.

MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

1970's - 1980's



1970
Women's Equity Action League officer, Dr. Bernice Sandler, filed the first formal charges of sex discrimination under Executive Order No. 11246 against the University of Maryland. The charges were well documented. By the end of 1971 women professors had filed formal charges of sex discrimination against more than 300 colleges, largely through the efforts of Dr. Sandler and WEAL.

The first national commercial newsletters to serve the women's movement—*Women Today*, published in Washington by Myra and Lester Barrer, and *Spokeswoman*, published in Chicago by Susan Davis—were issued.

Patsy Mink, Democrat of Hawaii, was the first and only Asian woman elected to Congress. In New York City, Democrat Bella Abzug was the first woman elected to Congress on a women's rights platform. They were among only 11 women in the 435-member House of Representatives.

1971
The National Women's Political Caucus was organized at a meeting in Washington in July.

1972
The Equal Rights Amendment was overwhelmingly approved by the Congress and submitted to the States for ratification. Hawaii was the first State to ratify.

The Equal Employment Opportunity Act of 1972, extending coverage and giving the EEOC enforcement authority, passed. The EEOC issued greatly improved sex discrimination guidelines.

Title 9 of the Education Amendments of 1972 was passed, prohibiting discrimination on account of sex in most Federally assisted educational programs. The Equal Pay Act was extended to cover administrative, professional, and executive employees, and the Civil Rights Commission was given jurisdiction over sex discrimination.

1975
The National Commission on the Observance of International Women's Year, 1975, was appointed by President Ford with Jill Ruckelshaus as chair.

World Conference for International Women's Year (IWY), Mexico City, Mexico.

1977
National Women's Conference in Houston, Texas - 2,000 attended.

Drive for ratification of ERA stalled; extension granted until 1979.

1980
Mid-Decade World Conference for Women in Copenhagen, Denmark.

1982
ERA falls three states short of ratification (after extension granted in 1979.)

Sandra Day O'Connor is appointed first female justice of the U.S. Supreme Court.

1983
Geraldine Ferarro, Democratic candidate for Vice-President is the first woman nominated on the Presidential ticket of a major political party.

1985
UN World Conference on Women (End of UN Decade of Women), Nairobi, Kenya

SOURCE: The Spirit of Houston,
International Women's
Year Report, Washington,
D.C.

MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

PROJECT SUGGESTIONS

1. Students work in groups on posters celebrating the lives of women they have learned about who worked for women's rights.

2. Write an essay on: the connections between the things these women fought for and the issues being raised by people in the women's movement today; the relevance of the problems seen by these 19th Century women to people's lives today; to their own lives today.

3. Each of these leaders fought for the right of all people to become what they were capable of being. Students write about their conception of themselves twenty years from now. (Teacher: does a student see her/himself actually doing what s/he aspires to be? Can you help?)

4. Write and present a play or skit. Possible themes include a typical day in the life of one of these women, a historical incident from the suffrage movement, a day in the life of a woman 30 years from now.

5. Do research and then write a play about the men in the women's rights movement of the 19th Century: Frederick Douglass, William Lloyd Garrison, Theodore Weld, James Mott. What did the men gain from the women's movement of the 19th Century? Who are the men active in the women's rights movement today?

6. What methods and arguments would you have used if you were in the position of the 19th Century feminists? You want the laws changed, but what political power do you have to accomplish that? Who are the lawmakers, the governors, judges, political representatives? Your only tool is persuasion. What would you have done?

RESEARCH AND DISCUSSION SUGGESTIONS

1. The Women's Movement is very broad and includes a wide variety of viewpoints. What are some of the differences of opinion within the Movement? Which groups in your own community represent these different perspectives?

2. Women today (Black, White, Asian, Hispanic, Native American) are not so concerned with the right to vote as with other problems. What are the specific problems for each of these groups? What are they doing to institute changes?

3. Many women were unhappy with the clothing of the 19th Century which they were required to wear. They experimented with "bloomers" but found them to be a problem: critics focused on their clothes rather than on their words. Who designed the bloomer? What were women wearing before that? How did their clothes affect their health? How did politics affect their clothes? How do your clothes reflect your own lifestyle today?

4. Where did the idea develop that women's "proper sphere" is in the home while man's place is in the world? How is this idea changing? Why? How do you feel about this? Why?

5. Study the first meeting for women's rights in Seneca Falls, New York in 1848 and compare with the 1977 First National Women's Conference in Houston, Texas. Are the demands still the same? What roles did men play in helping these meetings?

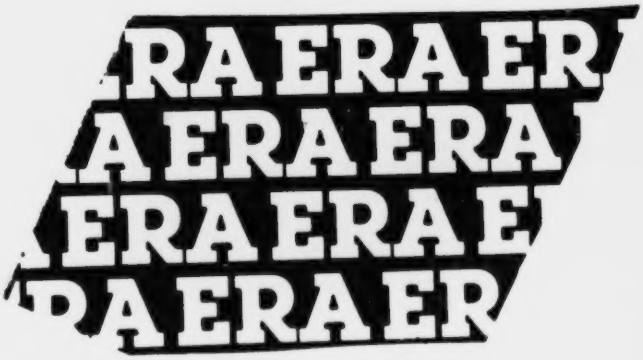
MAKING A DIFFERENCE: THE WOMEN'S RIGHTS MOVEMENT

EQUAL RIGHTS AMENDMENT

Equal Rights for Women

Yesterday

1787	U.S. Constitution adopted. Based on English common law, women were considered "property" without independent rights.
1868	14th Amendment ratified. Though apparently guaranteeing U.S. citizens equal protection under the law, the Supreme Court did not interpret it to address sex-based discrimination until 1971. Since then, decisions on sex-based discrimination have varied.
1920	19th Amendment ratified. Women win the right to vote.
1923	ERA first introduced in Congress.
1923-1972	ERA reintroduced in each session of Congress.



The U.S. Senate approved the ERA on March 22, 1972. In one year, thirty states had ratified (including Maryland), but by 1977 only five more had ratified, bringing the total to thirty-five.

Three more states were needed (3/4 of all states) by a March, 1979 deadline. When this failed to happen, ERA supporters were able to have an extension granted until June, 1982, but the final count was still three states short. The ERA was reintroduced in the 98th Congress, but was defeated in the House of Representatives in 1983, by six votes. In January, 1985, it was again introduced, but no action was taken by the 99th Congress. Efforts will be made to introduce it again during the 100th Congress (1987-1989).

Maryland voters ratified a state Equal Rights Amendment (see next page) in 1972. Maryland is one of fifteen states to have a statewide ERA.

The Complete Text Of
The Equal Rights Amendment

Section 1.
Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2.
The Congress shall have the power to enforce, by appropriate legislation, the provisions of this Article.

Section 3.
This Amendment shall take effect two years after the date of ratification.

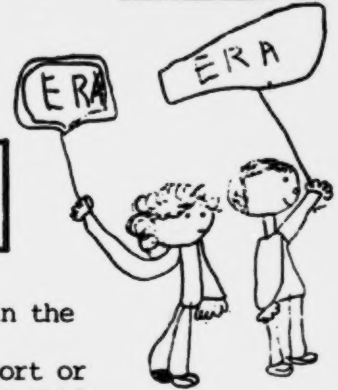
Today

ERA is a major national issue. It may be voted on at any time in the House or Senate. It must pass both houses of Congress by a two-thirds vote and then be ratified by three-fourths of the states.

SOURCE: "Facts and Issues," League of Women Voters of Maryland

MAKING A DIFFERENCE: WOMEN'S RIGHTS MOVEMENT

EXPLORING ISSUES

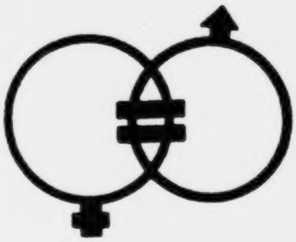


ERA

Equal Rights Amendment. The ERA states succinctly: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

The Equal Rights Amendment (ERA) fell 3 states short of passage in the 1980's.

TO DISCUSS: If it is introduced in Congress again, would you support or oppose the ERA? Why?



ERA: the case FOR

By Victoria Irwin
Staff writer of
The Christian Science Monitor

Boston

Supporters of the Equal Rights Amendment say the issue behind it is economic justice. They contend that American women have a monetary disadvantage that can only be corrected through a strong constitutional measure.

"This is essentially a bread-and-butter issue," says Eleanor Smeal, wife, mother of two children, homemaker, and president of the National Organization for Women. "The government recently released statistics, and not for the first time, that show women only make 59 cents for every dollar a man makes. In one step (the ERA), we could do more to help women than any single law or political act."

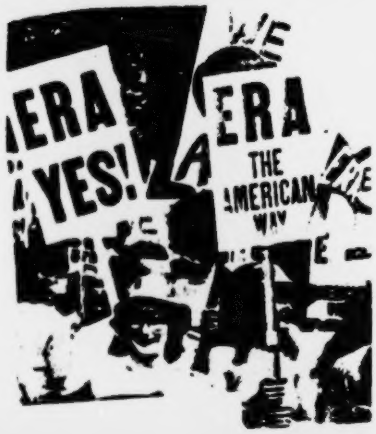
Maryann Murphy, who works at a center helping mentally retarded adults in Boston, agrees with Mrs. Smeal. Ms. Murphy is the ERA action team coordinator for the Boston area and a member of the National Organization for Women.

"The ERA is important because we live in a country that deprives women of some rights under the law," she says. "The central fact is that the ERA would restrict the government from discriminating against one-half the population. It would not create laws. It says states cannot take away rights and that laws are subject to tests.

"If we are going to survive economically, we need to be guaranteed equal treatment under the law," Ms. Murphy says.

The ERA would show that the government is solid on the side of nondiscrimination, backers say. Laws and acts have been passed to battle inequalities, but the teeth were taken out of them, says Ms. Murphy. She points to Title VII of the Civil Rights Act of 1964 (as amended), which prohibits sex discrimination in employment but exempts the US Congress, small businesses, and the armed services.

The constitutional amendment will be of greatest benefit to lower income women, Mrs. Smeal says, because they are more likely to be in jobs that are sex-discriminatory. But she maintains that the ERA is important for all women, whether homemakers, working people, or those on social security.



ERA: the case AGAINST

By Victoria Irwin
Staff writer of
The Christian Science Monitor

Boston

Opponents of the Equal Rights Amendment often support the concept of equal rights, but they feel the proposed constitutional amendment will be a hindrance rather than a help.

Beverly Campbell of McLean, Va., is a mother, wife, and career woman. She has been actively educating the public about the ERA, talking to newspapers, speaking to groups, and appearing on television.

"As a philosophical statement, the language of the ERA is nice," Mrs. Campbell says. "There are not many people who object to the idea. But we have to look at the ERA as it will be interpreted."

Rosemary Thompson of Morton, Ill., who is the Illinois director of the anti-ERA group Eagle Forum, is married and has two sons. She is a "full-time professional volunteer" and a free-lance writer. She also worries about the broadness and simplicity of the ERA.

"Our biggest objection to the Equal Rights Amendment is that we would find ourselves with more federal regulations on our personal and domestic life," Mrs. Thompson says.

Mrs. Campbell adds: "It's so harsh and arbitrary. There can be no exceptions under the ERA. And there are times when exceptions are needed."

Both women point to the fact that some lawmakers have proposed exempting women from military service or combat duty and recognizing physical and functional differences between men and women. But these exemptions have been defeated.

"There is no question that the amendment is meant to deal with those issues," Mrs. Campbell says. She feels the 14th Amendment to the Constitution is already all that women need.

"It gives women equal protection except where the government can show reasonable cause not to," she insists.

Mrs. Campbell doesn't buy the argument that current equal-opportunity laws could lose their punch without the backing of the ERA. Again she points to the 14th Amendment: "The teeth can't be taken out of such laws, short of repealing the law, unless it can be shown that there is a compelling reason for a distinction."

SOURCE: "ERA," Social Issues Resources, 1982

MAKING A DIFFERENCE: A LAW FOR EQUAL RIGHTS

THE MARYLAND ERA

INTRODUCTION

In April 1972, the Maryland General Assembly passed an amendment to the Declaration of Rights of the Maryland Constitution known as the Equal Rights Amendment. On November 7, 1972, by a vote of 697,107 to 236,007, the voters of Maryland ratified the Maryland Equal Rights Amendment (ERA), and on December 5, 1972 the amendment, Article 46, Declaration of Rights of the Constitution of Maryland, became law. It provides:

> *"Equality of rights under the law shall not be abridged or denied because of sex."*

This provision is very similar to the proposed federal ERA (which the Maryland legislature ratified in March 1972) and similar to the state ERA's in 15 other states.

In the twelve years since the ratification of Maryland's state ERA, numerous legislative reforms have been enacted. In fact, many more changes have been made in the law as a result of legislative action, than court challenges.

The fears of some that passage of the ERA would result in the courts being beseiged with challenges of sexually-discriminatory statutes, have not been warranted in Maryland nor in other states which enacted state ERAs. Indeed legislative reform has made many court challenges to discriminatory laws unnecessary. Moreover, in the few instances where the courts have been called upon to decide sex bias claims, the State judiciary has used the Maryland ERA effectively to make sex discrimination illegal and give women and men equal rights under the law.

By conferring on courts and legislatures the specific *authority* and *motivation* to eliminate sex-based legal burdens and extend benefits to both sexes, the Maryland ERA has proved over the past twelve years to be an invaluable tool for ensuring that all individuals receive fair and equal treatment under the law.

THE IMPACT OF MARYLAND'S ERA

Women have been discriminated against throughout this country's history in virtually all aspects of their lives. One of the legal concepts brought from England to the colonies, which has been firmly entrenched in our legal system is that a married woman was viewed simply as an extension of her husband. When man and woman married they became one; and the one was the husband. Moreover, the only appropriate and proper status for a woman was to be married and thus subject to the protection and authority of a man.

Obviously the roles of both men and women have changed a great deal since that legal concept was originated. Yet it has only been in recent years that our laws have begun to change to reflect the equal status of women and men in all aspects of life and work in American society. And much of the impetus for these changes in Maryland results from the existence of the Equal Rights Amendment in Maryland's Constitution.

The state ERA does not say that men and women are the same, but it does say that men and women should be treated equally "under the law." The state ERA, by guaranteeing equal rights regardless of the sex of the person, represents a mandate by the citizens of Maryland to the legislature to write new laws and to amend existing laws in accordance with the principles of equal rights for men and women. Over the past twelve years both types of action have taken place with regard to Maryland laws affecting such issues as marriage and divorce, employment, insurance, credit, criminal law, education and housing.

ERA is
Maryland's
Way

TO DO AND DISCUSS:

1. Read the background information
2. Secure more information about the passage and monitoring of Maryland's Equal Rights Amendment (call the Maryland Commission for Women at 301-383-5608 and request their ERA report). What rights does this law assure students?
3. Discuss progress that has been made under this law.
4. Survey students in your school to find out what they know about the Maryland ERA.

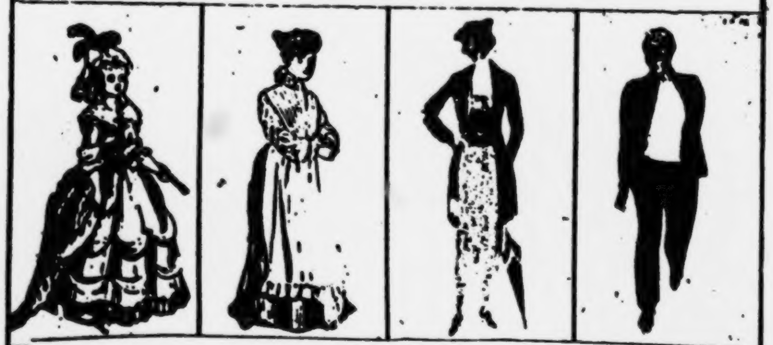
THE WOMEN'S RIGHTS MOVEMENT: IMPACT OF MARYLAND'S ERA

CHANGES: WOMEN'S LEGAL RIGHTS

BACKGROUND

MAKING A DIFFERENCE

EVOLVING STATUS OF MARYLAND WOMEN'S LEGAL RIGHTS



1775	1898	1920	1972
Under common law, a woman lost her legal identity upon marriage, becoming simply part of her husband's legal identity. Any property she owned became her husband's.	The Married Women's Property Act of 1898 allowed a woman to keep property and other laws allowed her to start a business and sign contracts without her husband's consent.	The 19th Amendment to the U.S. Constitution gave women the right to vote. However, discriminatory practices remained. Labor laws were used to keep women from certain trades.	The Maryland Equal Rights Amendment codified women's equality. The consequences are still being felt as court cases wind their way throught the judicial system.

New Status for Women

Since the state Equal Rights Amendment became law on Dec. 5, 1972, numerous changes have been made — by the legislature and in the courts — that pursue the goal of sexual equality, according to the Maryland Commission for Women.

CRIMINAL LAW:

- Rape and sexual offense laws have been sex-neutral since 1975.
- The admissibility and relevancy of prior sexual conduct and reputation of a sexual offense victim is severely limited in court.
- Charges of pandering (solicitation of sexual favors) can be brought against women as well as men.

DOMESTIC LAW:

- The "maternal preference" presumption used to routinely award child custody to a mother was ruled in 1974 as applicable only in cases when both mother and father would provide an equally good home. Law prohibited maternal preference soon after.
- In 1976, a law was enacted to allow a woman to establish legal residence, as a man can, instead of relying on her husband's residence.
- Alimony was extended to men in 1975 and in 1978 failure to support a spouse of either sex was made a crime.
- Courts were given power to remove an abusing spouse from a home for up to 15 days.
- 1978 divorce legislation eliminated the common law doctrine that a wife owes her services and property to her husband and said contributions of a homemaker should be taken into account with disposition of property.

EMPLOYMENT, EDUCATION, CHILD CARE

- State equal opportunity program legislation was enacted in 1978.
- Discrimination against pregnant women was defined as sex discrimination in 1977.
- Domestic workers (82 percent of whom are women) were granted minimum wage in 1973.
- Sex-based employer dress codes were outlawed in 1975.
- Tax relief for child care expenses was restored in 1978.

CREDIT, INSURANCE, HOUSING

- Sexual discrimination in rental, sale or financing of homes was outlawed in 1974.
- Maryland defined sex discrimination in credit in 1975. A year earlier, the state had required creditors to consider alimony when determining credit eligibility.

SOURCE: 1984 Maryland Women's History Week Packet

STUDENT ACTIVITY
Middle/Secondary

MAKING A DIFFERENCE: WOMEN'S RIGHTS

PUBLIC OPINION SURVEY

TO DO:
1. Read the survey below about women's rights issues and discuss your opinion on each question.
2. Design and conduct a similar survey in your school or community.

WOMEN'S MOVEMENT ON VERGE OF MAJOR COMEBACK

August 19th, 1985

By Louis Harris

The women's rights cause, believed by many observers to have received a serious setback when the Mondale-Ferraro ticket was defeated in 1984, now appears poised to make a major comeback -- at least as far as the American people are concerned. Major claims and objectives of those who advocate women's rights appear to be gaining support with public opinion.

When asked to assess the status of the efforts to gain economic, social, and legal equality for women, 43 percent of the American people believe that the movement "has just begun," 13 percent think it "has now reached its full size and impact," while no more than 38 percent feel it "has peaked and will be less important in the future." Thus, by 56-38 percent, a majority of the public rejects the notion that the women's movement has had it. Among men, this division is a closer 52-43 percent, but among women a much higher 61-34 percent rejects the claim that the women's rights cause has peaked.

On a whole host of specific issues that make up many of the objectives of the women's movement, rising numbers of people are embracing them, according to the latest Harris Survey

DISCRIMINATION AGAINST WOMEN

	July 1985			March 1984	
	Feel	Don't Feel	Not Sure	Feel	Don't Feel
	%	%	%	%	%
Women often do not receive the same pay as men for doing exactly the same job					
Total	70	27	3	69	24
Men	64	33	3	63	29
Women	75	21	4	74	19
Women often do not receive the same pay as men for doing comparable jobs with similar skill and training					
Total	70	27	3	68	25
Men	63	34	3	64	31
Women	76	20	4	72	20
Women are often discriminated against in being promoted for supervisory and executive jobs					
Total	68	30	2	59	33
Men	65	33	2	55	37
Women	70	27	3	63	29
Women often have much more trouble than men in getting credit, bank loans and mortgages					
Total	67	27	6	60	27
Men	64	31	5	56	28
Women	70	24	6	64	26
Most employers are unwilling to make the conditions of work flexible enough to help women with families who want to go to work					
Total	62	33	5	54	33
Men	58	38	4	52	34
Women	66	28	6	55	33

"Many of those who favor women's rights favor the Equal Rights Amendment to the Constitution. Those who favor ERA argue that unless it is passed, women will continue to receive lower pay for the same work, receive fewer promotions to better jobs, and be discriminated against financially. Opponents argue that the special laws that now exist to protect women are sufficient and no new law is needed. Do you strongly favor, somewhat favor, somewhat oppose, or strongly oppose the Equal Rights Amendment?"

FAVOR ERA?

	July 1985	November 1985 (voters)
	%	%
Strongly Favor	25	31
Somewhat Favor	36	31
Somewhat Oppose	18	16
Strongly Oppose	18	15
Not Sure	3	7

"Back earlier this century, women organized to get the vote for women. Over the past several years, women have organized to gain economic, social, and legal equality. Do you feel this most recent effort has just begun, has now reached the full size and impact it will have, or has peaked and will be less important in the future?"

MOMENTUM OF WOMEN'S MOVEMENT

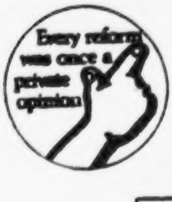
	July 1985		
	Total	Men	Women
	%	%	%
Just Begun	43	39	47
Reached Full Size And Impact	13	13	14
Has Peaked	38	43	34
Not Sure	6	5	5

STUDENT ACTIVITY
Secondary Level

MAKING A DIFFERENCE
EXPLORING ISSUES
WOMEN AND LEGAL RIGHTS

TO DO:

1. Contact the Maryland Commission for Women, Legislative Committee, 1103 North Eutaw Street, Baltimore, Maryland 21202. Telephone: (301) 383-5608. Request an annotated list of recently passed or pending Maryland legislation relating to women. Once you know the numbers of the bills and the titles, you may request copies of the bills from the Bill Room, ground floor of the State House in Annapolis or by calling the Legislative Information Service in Baltimore at 269-6800 or the toll free number 1-800-492-7122. You can also contact the Women's Law Center in Baltimore at (301) 366-8883.
2. Examine these bills and discuss the merits and drawbacks of each proposal or law. Conduct an informal survey of other students' reactions to the legislation. Select one bill which is of particular interest to you and write a letter to the Senator or Delegate who is sponsoring the bill. Express your feelings about the proposal.


Every reform was once a private opinion

NO ONE IS FREE WHEN OTHERS ARE OPPRESSED

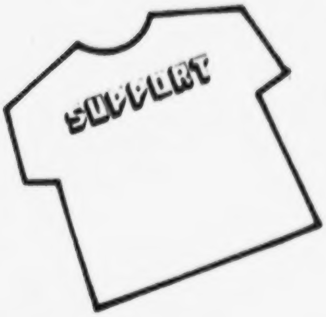
MAKING A DIFFERENCE:

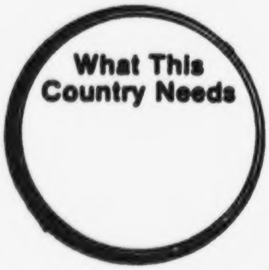
CHALLENGES TO WOMEN

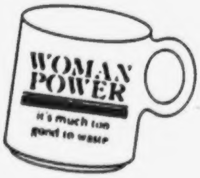
STUDENT ACTIVITY
Elementary/Secondary

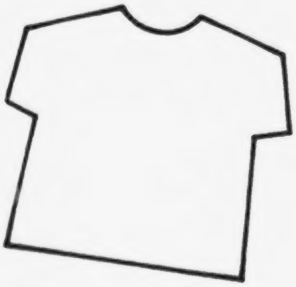
TO DO:

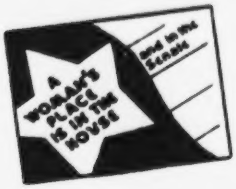
Using the pictured items below as samples, design a T-shirt, mug, button, or poster that reflects an issue of special importance to women today.

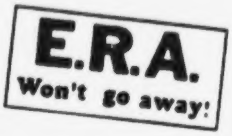


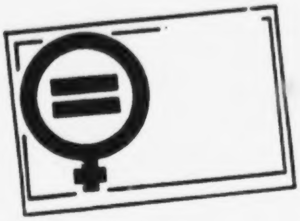

What This
Country Needs

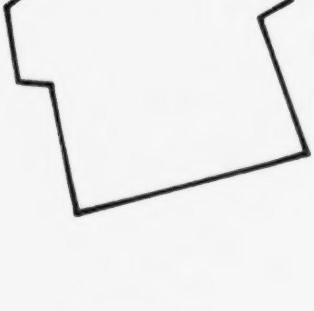

WOMAN
POWER
it's much too
good to waste

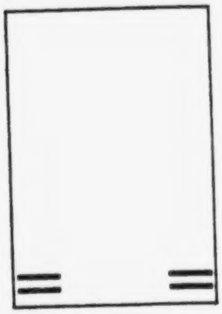



A WOMAN'S PLACE IS IN THE HOUSE
and in the Senate


E.R.A.
Won't go away!







MAKING A DIFFERENCE:

WOMEN'S RIGHTS

STUDENT ACTIVITY
Middle/Secondary

TO DO:

1. Read the memorial tribute to activist Tish Sommers.
2. Discuss what she contributed in the area of women's rights and what kind of a person she was, according to the article.
3. Write a memorial tribute to woman known in your community or in the nation who "made a difference" in the area of women's rights

WASHINGTON POST

WEDNESDAY, OCTOBER 23, 1985

JUDY MANN

The Legacy of an Older Woman

She was not as well known as, say, Betty Friedan, Gloria Steinem or Bella Abzug, but within the women's movement Tish Sommers had a very special place: she, along with longtime associate Laurie Shields, put the problems of older women—women who were often left helpless and destitute by widowhood and divorce—into the conscience of a nation.

It was Sommers who coined the term "displaced homemaker," and drove the point home to state legislators and finally to members of Congress that the women she spoke for could very well be the lawmakers' own mothers. Recognition of the plight of older women was one of the women's movement success stories in the '70s. California, Sommers' home state, was the first to pass legislation to provide job training for these women. Within two years 23 other states had passed similar legislation, setting up more than 400 training programs and counseling centers across the country. In 1975, Sommers founded the Alliance for Displaced Homemakers, which was instrumental in securing federal funding for such programs in 1979.

Sommers, 71, who died last week after a long battle with cancer, had the remarkable discipline to be able to translate personal adversity into effective political organizing. When her marriage of more than 20 years ended in divorce in 1971, she experienced firsthand many of the problems that confront a divorced or widowed homemaker. She lost her health insurance and could not get a new carrier because she had a history of cancer, for example.

"I was 57," she told Ms. magazine in a 1982 interview, "and I had already had my first feminist 'clicks,' but despite the fact that I thought my consciousness was raised, I was totally naive about what happens to a divorced woman without health care or Social Security benefits.

"I didn't set out to create a movement, but I'm not surprised it became one. We knew from the first time I went on national television that we had touched a nerve. Thousands of letters came in saying, 'I thought I was alone.' "

One of those who came to an early organizing meeting for displaced homemakers was Laurie Shields, then 55 and a widow after 15 years of marriage. She became the executive director of the alliance. In 1980, shortly after a conference in Des Moines to prepare for the 1981 White House Conference on Aging, the two women founded the Older Women's League (OWL). As a result of their efforts, the 1981 conference was the first one ever to single out problems peculiar to older women on its agenda.

"She's one of my heroines," said Rep. Mary Rose Oakar (D-Ohio), a member of the Select Committee on Aging who knew and worked with Sommers for many years. "She did more than anyone I know of to call attention to the plight of elderly women who had been somewhat ignored in the whole feminist concept." Two-thirds of the elderly in the United States are women, and the country's poorest are women over 65, Oakar said.

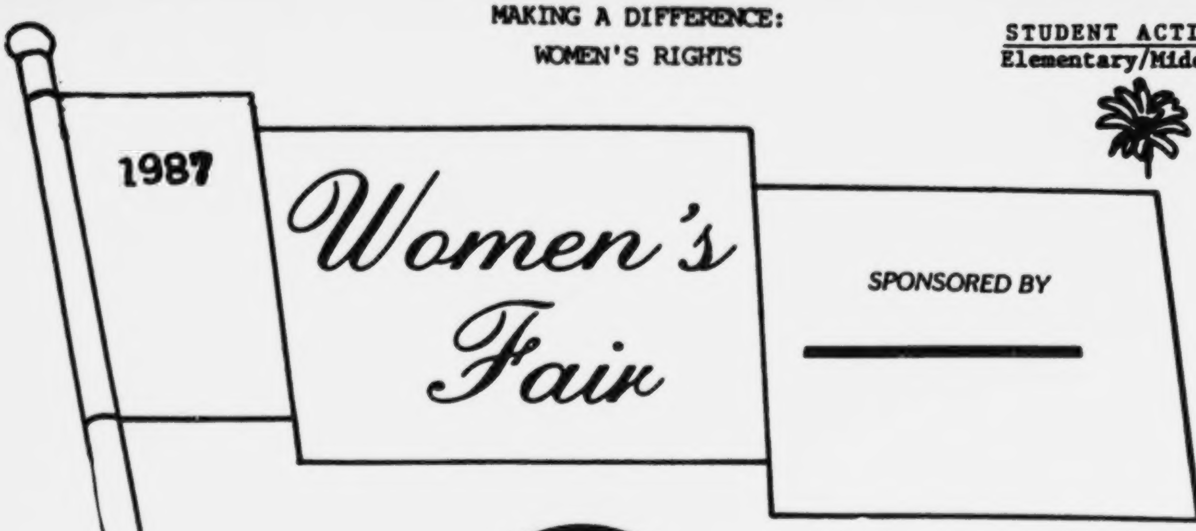
She recalled Sommers coming into her office several years ago and meeting with her and Rep. Patricia Schroeder (D-Colo.), cochair of the Congressional Caucus for Women's Issues. "She was the one who first embraced [as an issue] . . . the inequities towards women in the Social Security plan. OWL now has as its number one priority correcting the inequities. She just came in and said, 'By heaven, I want to know more about this because I don't understand it.' As soon as I explained it, she said, 'That makes sense, we're going to do something about this.' Now, when I go around and talk about it, people know about it. She's raised the consciousness about older women's issues nationally and certainly in the Congress."

Oakar recalled the lobbying campaign OWL conducted last Mother's Day, when older women brought cards to members of Congress who were considering taking away Social Security cost of living adjustments. "It did not hurt . . . . At that time people weren't as frightened about what Reagan would do as they should have been. There was a momentum here to take away the cost-of-living adjustment even though the trust fund was burgeoning. They were the ones who gave us the figure that 400,000 more people would be below the poverty level.

"She came across as nonconfrontational but firm and very warm so that you didn't feel threatened when she talked to you. She had a very keen mind and she was a marvelous person at hearings. When I want to push some of my legislation I can say the OWL endorses it and I will not get any negative reaction. It's like motherhood, apple pie and fatherhood.

"She was a national treasure. She will be sorely missed."

Indeed she will be. But what a legacy she left.



1987 Women's Fair

SPONSORED BY

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TO DO:

Complete this announcement by listing seminar topics and types of booths that might be included at a Woman's Fair addressing the issues of equal rights for women.

AGENDA

9:00 - General Registration and Booths. Refreshments

10:00 - Introductions. Keynote Address by
11:00 - Morning Seminars

- ______________________
- ______________________
- ______________________

12:30 - Lunch.

1:30 - Afternoon Seminars

- ______________________
- ______________________
- ______________________

BOOTHS: A VARIETY OF BOOTHS OFFERING DISPLAYS OF INTEREST TO WOMEN WILL BE OPEN AT THE FAIR.

______________________ ______________________

______________________ ______________________

______________________ ______________________

SOURCE: Adapted from 1983 Cecil County Woman's Fair Announcement

Nairobi: The Event Of 1985

By Elaine Sciolino

The United Nations End-of-the-Decade for Women Conference, held July 15 to 26 in Nairobi, Kenya, signaled the beginning of a truly global Women's Movement. Despite political grandstanding, verbal jousting, and overwhelming confusion, the Nairobi meetings made history. They were the largest international gathering of the world's women ever, and the first time women from all over the African continent came together.

> *Overheard at the* **FORUM:**
>
> **"In my country up to three wives is legal. If you are not married, you are valueless. If you have no male children, you are still valueless. We get a man to upgrade our value. This is female sexual slavery. We need the husband's permission to own anything, to open a bank account, to leave the country."**
>
> **—Mother, Cameroon**

What made the three weeks of events so difficult to comprehend is that there were two conferences in Nairobi: the unofficial "Forum '85," which attracted more than 13,500 women to the University of Nairobi campus, and an official conference titled "World Conference To Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace," with 2,020 official delegates appointed by their governments.

Women attending the forum came as members of delegations from hundreds of diverse Non-Governmental Organizations—from the Dutch-based WEMOS (International Women's Network on Pharmaceuticals), which told women about the dangers of drug-dumping in the developing world, to the Greenbelt Movement of Kenya, an ambitious nationwide tree-planting movement. Others came against their government's wishes: for instance, radical feminist attorney Sigma Huda from Bangladesh attended as founder of the National Women's Lawyers Association, an organization not officially recognized by Bangladesh. Still others were women who wanted to be a part of the historic event: from Anne Vendig, a retired Long Island schoolteacher, to Lucy Wachuka, who came by train from her native Kenyan home in Mombasa with boxes full of shells and coconut squeezers to sell.

The forum was a giant cross-cultural campus rally, complete with films and workshops, day trips and demonstrations, exhibits and singing, petition-signing and posters. It was a chance for First World feminists to meet Third World weavers, maize millers, and beekeepers. Women crammed into the 1,198 workshops in overcrowded classrooms; others wandered about freely on the "Great Court"—the campus lawn outside—eating and resting, preaching and pushing petitions.

Despite the relaxed atmosphere, however, battles common to the official United Nations conference were fought in workshops: the Iran-Iraq war, the war in the Western Sahara, apartheid, the question of Palestine.

(Continued on next page)

Because the conference was held in Africa, where up to 75 percent of food producers are women, the conferences and the final document brought into focus many of the concerns of rural women. Water, for example, became a women's issue, and the conference document called on governments to relieve the burden placed on women, who often spend up to six hours a day fetching water, by constructing wells, dams, and devices to collect water as well as opening development training projects to women.

Many Western and Eastern bloc women had never before been exposed to rural Africa, and nothing could awaken them more to the problems of African women than daily exposure to Kenyan women bent over with the weight of huge loads of firewood on their backs.

"I almost fell off my chair when a woman from Togo got up and started talking about comparable worth," said Marlene Provizer, an assistant director of the National Jewish Community Relations Advisory Council, an umbrella group for Jewish grass-roots organizations in the United States. "A lot of African women have been talking about precisely what we've been concerned with. It was eye-opening for Western women."

Similarly, African women were exposed to Western feminists for the first time. One Kenyan, Elizabeth Wanjara, who doesn't know how to read or write or how old she is or how many grandchildren she has, and speaks only a dialect of Kiswahili, nevertheless vowed to return home to tell the women of her village 450 miles away "how we can be ourselves, no longer just have babies and have babies dying."

"Empowerment" was a word often heard at both meetings, fueled by the recognition of shared concerns. "Once we started talking, we realized we had so much in common, and began to feel our sense of power," said Maria Rosa Martini, an Argentine community organizer.

DANNIELLE HAYES

The Last Word

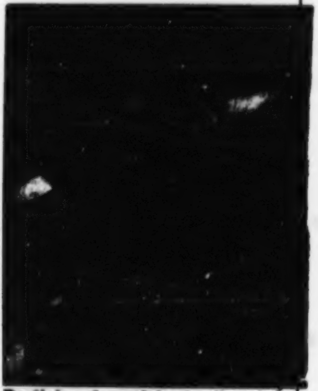
A thousand-page UN report, the State of the World's Women Report 1985, the result of country surveys taken throughout the decade, concludes that although women have made some gains in education, health, and employment during the decade, equal rights are still a long way off.

"The scales of world equality are out of balance," says the report. "The side marked 'woman' is weighed down with responsibility, while the side marked 'man' rides high with power. The results point, again and again, to the major underlying cause of women's inequality. A woman's domestic role as wife and mother—which is vital to the well-being of society—is underpaid and undervalued."

The surveys dramatize patterns in discrimination against women and plot strategies for women to achieve equality and full participation in their social lives, political systems, and economies.

These surveys were a starting point for the development of the final conference document titled "Nairobi Forward-Looking Strategies for the Advancement of Women," which outlines what women hope to gain between now and the year 2000. Among its recommendations are:

- An appeal to governments to give an economic value to the "unremunerated contributions of women" who bear children, keep house, and raise crops.
- "Equal pay for work of equal value," which is intended to close the wage gap between women and men and would mean that governments would have to decide whether the work done by a nurse and a truck driver should be compensated equally. This concept is law in Canada, for example, but is opposed by the Reagan Administration.
- Government funding of women's organizations, accessible child care, parental leave and flexible work schedules for working parents to reduce the "double burden" of working women; promotion of the universal right of women to organize into trade unions and to be guaranteed minimum wages and benefits, whether they are seasonal farm workers or domestic servants. —*E.S.*



Participants celebrate the decade.

44

SOURCE: Ms. Magazine, January, 1986

MEETING THE NAIROBI CHALLENGE

"Nairobi" — To millions of women all over the world, the word has taken on a meaning that goes far beyond geography. It has become, to the women's movement, what "Woodstock" was to the sixties generation — the place where global feminism came of age — a symbol of sisterhood, of networking among women from all corners of the globe, and, above all, of challenge. The two international conferences held in Nairobi in July 1985 celebrated the closing of the International Women's Decade. Women came from every continent to hail the Decade's accomplishments, bemoan its setbacks, and share skills, ideas, and experiences. They left determined to accomplish the Decade's goal of full equality before the year 2000. They brought home with them a document whose title, "Forward-Looking Strategies" tells it all. This 371-paragraph document, adopted by consensus by the representatives of 157 governments, sets forth an action agenda for the advancement and empowerment of women in every field of endeavor.

Women worldwide are now studying this United Nations document and selecting from it those actions that are most meaningful to them. The strategies clearly state that most of the implementation must be at the national and local levels. Be they from the West, the Third World, or the Soviet bloc, women share the same goals, but the steps they must take to achieve them are unique to each national situation.

TO DO:

1. Read the introduction about the Nairobi Conference and the sample "Mandate" describing an issue raised at the Conference.
2. Discuss and list strategies that could be used to fulfill the mandate.

Gender Stereotyping in Education

The Nairobi Mandate:

"The curricula of public and private schools should be examined, textbooks and other educational materials reviewed, and educational personnel retrained in order to eliminate all discriminatory gender stereotyping in education."

Kathleen Smith ©

International Women's Day, March 8

In 1857, women from the garment and textile industry in New York staged a demonstration protesting low wages, the 12-hour workday and increasing workloads. They called for improved working conditions and equal pay for all working women. Their march was dispersed by the police, some of the women were arrested, and some were trampled in the confusion. Three years later, in March of 1860, these women formed their own union and called again for these demands to be met. In 1908, thousands of women from the needles trade industry demonstrated for the same demands. But now, 51 years later, demands for legislation against child labor and for the right of women to vote were added to demands for shorter working hours and better working conditions. In 1910, the German labor leader Clara Zetkin proposed that March 8 be proclaimed International Women's Day in memory of those earlier struggles of women to better their lives. Over the next sixty years, March 8 was celebrated mostly in socialist countries. By 1967, the day began to be celebrated by some groups in the United States, and by 1970, owing to the growing women's liberation movement, events were planned to celebrate the day in most of the major cities of the United States. In recent years it has become a widely celebrated day for most women's organizations and groups. Rallies, forums, panels, conferences, demonstrations, radio programs, media shows and school programs will all be part of each year's celebrations of women's rights and their contributions to the history and culture of the world.

text: Berkeley U.S.D.
design: Kathleen Smith

PROFILES

AND PERSONAL REFLECTIONS

MARYLAND WOMEN AND SOCIAL REFORM

MAKING A DIFFERENCE

This section contains:

- PROFILES - Biographical sketches of historical and contemporary Maryland women in ten areas of social reform.
- PERSONAL REFLECTIONS - Questionnaire responses from the contemporary women profiled.

NOTE: Student activities related to the PROFILES and PERSONAL REFLECTIONS are located in the section marked STUDENT ACTIVITIES: MARYLAND WOMEN AND SOCIAL REFORM on pages 99 to 148 of the packet.

Art by Frank McIntyre, Centennial High School

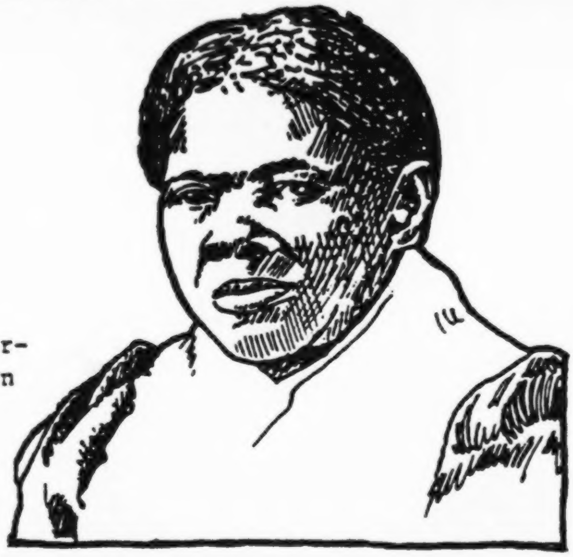
NOTABLE MARYLAND WOMEN AND SOCIAL REFORM

ADDITIONAL READINGS

Biographical sketches of the following Maryland women reformers are included in the book Notable Maryland Women (available in libraries and from Cornell Maritime Press, Inc., and Tidewater Publishers, Centreville, Maryland 21617).

Bertha Sheppard Adkins, Educator, Public Servant
Angela Bambace, Labor Organizer
Marie Von Hattersheim Bauernschmidt, The Conscience of Maryland
Margaret Brent, Lawyer, Entrepreneur
Gertrude Carman Bussey, Fighter for Peace and Freedom
Rachel Carson, Ecologist and Author
Vivian J. Cook, Educator and Club Organizer
Mabel Fallin Coppage, PTA Leader
Anna Lloyd Corkran, Progressive Era Social Reformer
Emilie A. Doetsch, Suffragist and Lawyer
Elizabeth King Ellicott, Suffrage and Civic Leader
Lavinia Margaret Engle, Volunteer and Political Leader
Sarah A. Collins Fernandis, First Black Social Worker
Frances Morton Froelicher, Housing and Urban Renewal Pioneer
Emma J. Maddox Funck, Suffrage Leader
Mary Elizabeth Garrett, Philanthropist
Elizabeth Coit Gilman, Socialist Leader and Reform Advocate
Lettie Marshall Dent Gough, Maryland's First Woman School Superintendent
Edith Hamilton, Educator and Classical Scholar
Lillie May Jackson, Civil Rights Activist
Millicent Carey McIntosh, Educator and Trailblazer
Etta Haynie Maddox, Pioneer Lawyer and Suffragist
M. Elizabeth Murphy Moss, Newspaper Publisher
Mary Layfield Nock, Lawmaker
Marion Veasey Parkhurst, PTA Leader
Rosa Ponselle, Opera Star and Civic Leader
Hortense Powdermaker, Labor Organizer
Mary Ellen Richmond, Social Worker
Mary Eliza Watters Risteau, Pioneer Legislator
Kathleen Lynch Robie, Civic Leader
Florence Rena Sabin, Research Scientist
Elizabeth Bayley Seton, Maryland's Saint
Mary Sherwood, Physician and Public Health Pioneer
Adele Hagner Stamp, University Administrator
Henrietta Szold, Community Leader
Martha Carey Thomas, Feminist and Pioneer Educator
Harriet Tubman, Conductor of the Underground Railroad
Lilian Welsh, Public Health Pioneer
Jeanette Rosner Wolman, Lawyer and Civic Leader
N. Louise Young, M.D. First Black Female Physician in Maryland

HARRIET TUBMAN
1820-1913



Harriet Tubman, conductor of the Underground Railroad and Civil War spy, was born a slave on a plantation in Dorchester County, Maryland.

Harriet Tubman's life is a study in courage and fortitude. At the age of six she was hired out to James Cook to learn the skill of weaving. Although she was taught a skill, she was also given the job of tending Mr. Cook's muskrat traps. She was sent home with pneumonia, but put back to work as soon as she recovered. This was one of the many times she was hired out as a child. She was the victim of many beatings from her mistresses before the age of twelve. Harriet asked to be sent to the fields to work and was hired at twelve years old as a field hand.

This was the childhood of the woman who became "Moses" to her people. Harriet's attempt to protect a fleeing slave from recapture resulted in a head injury which caused her to lose consciousness periodically. Despite her disability, she went on to rescue some 300 slaves, including her aging parents and guide them safely out of Maryland to freedom.

In 1844 she married John Tubman, a free Black. They lived together for five years when Harriet heard rumors that she and her brothers were to be auctioned. Harriet took her brothers and headed for Pennsylvania. Her brothers turned back, but Harriet escaped from Maryland and determined to help free others.

So successful were her efforts to free her people that a $40,000 reward was issued for her capture. Despite the risk of being captured, she continued to help runaway slaves get to Union camps and on to Canada. During the Civil War, she worked day and night in army hospitals to support herself while acting as a Union spy.

Honors were not awarded quickly to this extraordinary woman. However, in the last years of her life, her selfless courage was recognized, and even Queen Victoria sent her a medal. Harriet not only overcame the tyranny of slavery herself and survived but was instrumental in the survival of her people. It is not hard to imagine why she was given the name "Black Moses."

Harriet Tubman (1826-1913)

Achievement in Humanitarianism (Social Progress)

"The Moses of her people" is the name given to this woman of great courage. Rewards of as high as $40.000 were offered for her capture. But this didn't stop Harriet Tubman from returning to the south again and again to lead slaves to freedom.

She was one of ten or eleven children born to Benjamin Ross and Harriet Green. Both sets of her grandparents came to America from Africa in chains. Her name was Araminta, but later she took her mother's name of Harriet.

As a child she had many jobs. She was a maid, a child's nurse, a cook, and she worked in the fields. At times she worked with her father as a woodcutter. The hard work that she did as a slave gave her the strength she would call upon later. When she was about thirteen, her skull was fractured when she was hit in the neck with a two pound weight by an overseer. As a result, she suffered spells of drowsiness for the rest of her life.

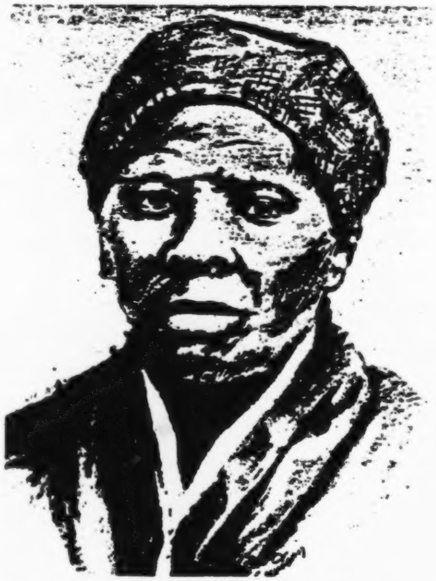
While working as a maid in 1849, her young master died. Fearful of the future, she decided to make the break to freedom. She reached Philadelphia where she was free and took a job working in a hotel. She returned to Maryland the next year and brought her sister and two children to safety. Her husband had remarried and did not wish to go north.

Harriet made many more trips to Maryland's eastern shore to help slaves to freedom. She probably brought about three hundred altogether. She was helped along the way by abolitionists. These kind people helped the slaves by providing hiding places for them during the day so they could travel at night. These secret stations were called the Underground Railroad. They were homes, cellars, barns, and churches along the way. The people who helped the slaves risked their own lives by doing so.

She made her home in Ontario, Canada, where she took the freed slaves. Later she bought a small farm in Auburn, New York. She used this place as a home for the orphaned and destitute. She cared nothing for making money for herself. But she took many jobs to earn funds to return again and again to help more slaves escape.

When the Civil War started, she worked for the Union Army as a spy and a scout. She also helped to nurse and cook. After the war a brief sketch of her life was written. The proceeds were used to finish the payments on her farm in Auburn. In 1869 she married Nelson Davis, a Civil War veteran. Her first husband had died two years before. Her home in Auburn became a place to live for poor and aged Negroes. After many years of waiting, she received a government pension of $20 a month.

Harriet died in 1913. She was over 90 years old. Her devotion to her enslaved race inspires us today. On a bronze tablet in Auburn are her words, "On my Underground Railroad I never ran my train off the track. And I never lost a passenger."



STUDY QUESTIONS

What was the difference between slavery and freedom for a black person before the Civil War?

Why did Harriet Tubman go back to the South so many times, even though she herself was free?

How did other people help Harriet to bring slaves to freedom?

Source: The Faces and Phases of Women The National Women's Hall of Fame, 1983

MAKING A DIFFERENCE:

HUMAN RIGHTS

profile

Woman of Courage: H. Margret Zassenhaus

H. MARGRET ZASSENHAUS (1916 -)

Dr. H. Margret Zassenhaus, born in Hamburg, Germany, has lived in the Baltimore area since coming to the United States in 1952. She has been in private practice since 1954, specializing in internal medicine and has hospital privileges at Greater Baltimore Medical Center and Maryland General Hospital.

Zassenhaus is best known for her work against the Nazis. Her first act of defiance was as a schoolgirl when she refused to salute Hitler as ordered. One day, out of desperation she broke a classroom window rather than obey the order, and as a result she was left alone.

During the years that followed she earned a degree in Scandinavian languages while taking medical classes at the same time. After completing her studies she was hired by the Department of Justice to censor mail written by Jews in Polish ghettos to friends and relatives in Scandinavia. She used this opportunity to pursue her work against the Nazis. Instead of deleting passages from the letters, she wrote messages in the margins asking for help and offering hope.

Later when she was given a more responsible position, that of supervisor of Scandinavian political prisoners, she saw this as an opportunity to do even more although it meant putting herself at greater risk. Because she worked for the Department of Justice and ranked above the guards and officials in the camps, they were fearful of her. Thus, she was able to carry our her work with relative ease. Through her efforts and connections with the underground, she was able to save 1,200 prisoners from execution.

In 1952, she followed up on an offer made by William Anderson, a physiology professor at the University of Maryland Medical School, and came to Baltimore. She became a U.S. Citizen in 1957.

Dr. Zassenhaus has received a number of prestigious awards recognizing her life's work. Most recently, she was awarded the Memorial Medal in Gold by the Senate of the City of Hamburg, West Germany. In the past 160 years, this medal has been awarded only 26 times. It was awarded to Dr. Zassenhaus for her resistance to the Third Reich in World War II that resulted in the rescue of 1,200 Scandinavian political prisoners from German jails in 1945.

Recognition in Maryland for Dr. Zassenhaus' contributions was highlighted by her recent induction by Governor Hughes into the Maryland Women's Hall of Fame.

Zassenhaus has received several other awards for her work. In 1948 she received medals from the Danish and Norwegian Red Cross; in 1963 she was knighted by the King of Norway with the St. Olav's Order, First Class; in 1964 she was knighted by the King of Denmark with the Order of the Dannebro, First Class; and in 1969, in recognition for her post-war relief work with German orphans, she was awarded the Highest Civilian Order, Bundesverdienstkreuz, First Class, by the President of the West German Republic. In 1974, Zassenhaus was nominated by the Norwegian government for the Nobel Peace Prize.

In response to her recent award in West Germany, Dr. Zassenhaus said:

> *I was moved that at last recognition was given to the fact that even in the most desperate circumstances we as individuals can make choices. This is what being human is about: we must never cease to listen to our conscience. If it guides us towards serving life, then we are on the right course.*
>
> *Yes, in those dark years I met evil people, but even more so I learned of the indifference of human hearts and minds: they were the true enemies of life, and I think they still are. No longer can we idly stand by in this atom-splitting century. We must join in the search for a set of values to live by. Our troubled family of mankind this time is facing the choice between peaceful coexistence or the "killing fields" of our entire globe.*

SOURCES: MARYLAND HUMANITIES NEWSLETTER, Summer, 1986,
Maryland Women's Hall of Fame, 1986

WALLS — YESTERDAY AND TODAY

Walls . . . walls of cement, brick, and wire — and walls built by prejudice, fear, hate, and what is worse, indifference. Walls that blocked our minds and rendered us insensitive to the pain inflicted on others.

These were the walls of the Third Reich — the walls of a people who took freedom for granted and in doing so lost it.

This is the voice of Hiltgunt Zassenhaus — the voice of a woman who took freedom at its word — as well as at a substantial risk — and in doing so won it back for many others.

There are numerous lessons to be learned from Dr. Zassenhaus, , a woman whose quiet, but valiant defiance and undermining of the Gestapo saved more than 1,000 lives. She shows us that we must remain open-minded; that we must stand by our convictions; that one person *can* make a difference.

Perhaps more than anything, she shows us that we must challenge apathy and complacency and passivity. This was true in the 1930s and '40s. It was true in the mid-1970s, when she wrote her aptly titled book, "Walls." And it is just as true in the mid-1980s.

Continued from the prologue of her book:

Hitler's Germany happened many years ago, but it could happen today. Again we are living in a world torn by some of the same forces that either activated or paralyzed the German people. We must identify with them in their bewildered confusion, for although Hitler is dead, he is still alive. He will live on as long as the walls remain. . . .

Dr. H. Margret Zassenhaus

The full story of Zassenhaus' involvement in the Resistance is detailed in her autobiography, *Walls,* and is outlined in the T.V. special, "It Mattered to Me," which was recently broadcast on Maryland Public Television.

[redacted]

SOURCE: SUN MAGAZINE,
Baltimore Sun,
September 22, 1986

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: H. MARGRET ZASSENHAUS, M.D. Area of Social Reform: HUMAN RIGHTS

What do you think is your most important contribution in your area?

One individual can make the difference!

II. INFLUENCES

What or who helped you become successful in bringing about change?

My parents, a father who taught us to have the courage to form our own opinions, a mother who early in our lives taught us Albert Schweitzer's quest of "reverence of life," teachers, who exposed me not only to the catalogue of facts, but taught me to open my eyes for the beauty of life, of music, of paintings, of literature.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

To be realistic and recognize the vanishing structure of family life, to recognize the need for a value system at school, to expose children not only to the sciences (math and computer, etc.), as important as they may be, but to expose them to philosophy, two sets of values to live by, to teach them how to enjoy beauty in arts and literature, without placing future dollar values on everything we do! To give them role models for people, who, somehow, have in their lives and doings given the example for what this ailing family of mankind needs -- for all the ails of the street (drug, violence, indifference, turning away from responsibilities, the threat of nuclear war) are only expressions of a deep despair and lack of the ability to find a way toward positive values and actions.

I feel strongly that we have to have many more workshops for teachers, especially young teachers, where we probe into them -- or rather -- they probe into their own set of values and how far they are able to give of them to students.

Our educational system needs not only teachers, but educators!

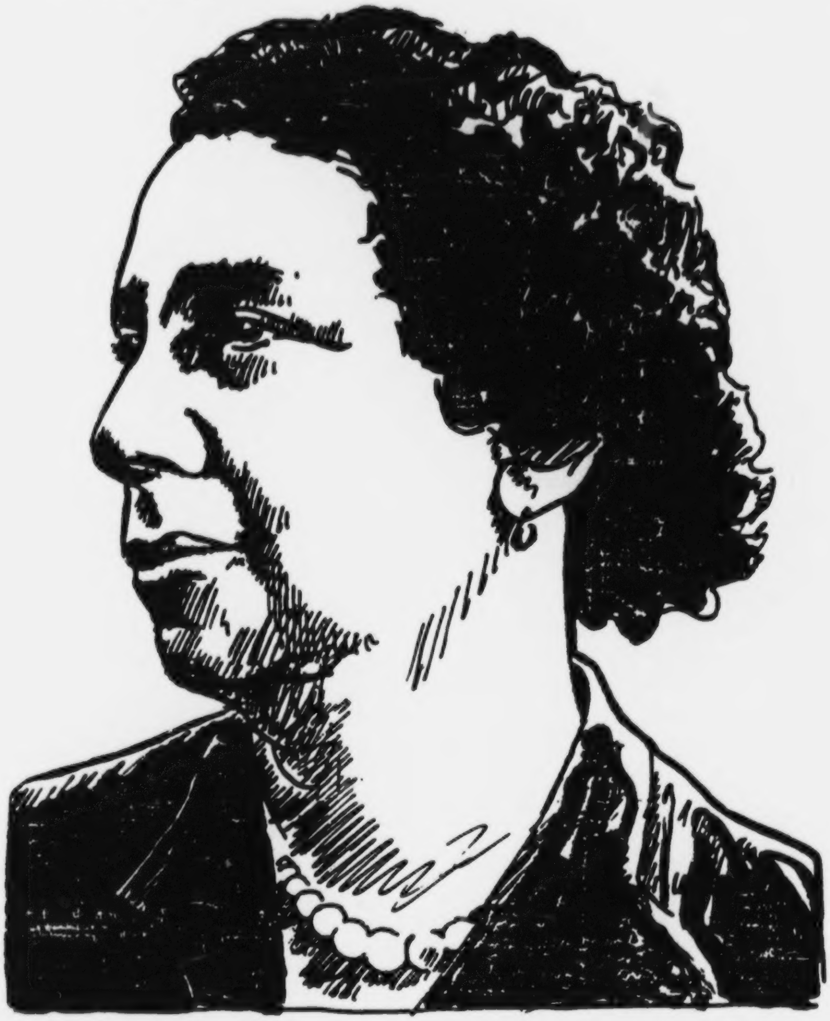
There will be no quick solution for changing this, but we should make a beginning!

OUR HEROINES *broaden the base of our becoming, spark our imaginations and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size but in stature, not in one direction but. in many dimensions.*

Andrea Fleck Clardy
Heroines
Crossing Press

MAKING A DIFFERENCE:

CIVIL RIGHTS



LILLIE MAY JACKSON
1889-1975

Lillie May Jackson, civil rights leader and organizer of the largest branch of the National Association for the Advancement of Colored People (NAACP), was born in Baltimore in 1889. She was one of eight children in a family whose history included a father who was a descendent of Charles Carroll of Carrollton and a mother who was the granddaughter of an African chief.

In 1908, she married Keiffer Jackson, her husband for sixty years. In the early days of their marriage, they toured the country. Mrs. Jackson lectured and sang religious music, while Keiffer showed religious films to church groups. When their first child was born, the Jacksons settled down in Baltimore.

Mrs. Jackson valued excellence and believed that home, church and school were the most influential institutions in building character. Human dignity was Mrs. Jackson's strongest concern. Nothing upset Mrs. Jackson more than seeing people wasting their potential. "Be Somebody!" was Mrs. Jackson's constant advice to her family and friends. Evidence of the effectiveness of Mrs. Jackson's inspiration can be seen today in the political activities of her descendants: Senator Clarence Mitchell, Councilman Michael Mitchell, and Congressman Parren Mitchell.

(Continued)

In 1931, she began a crusade against economic discrimination under the banner, "Buy Where You Can Work." Two years later, she became President of the Baltimore Chapter of the NAACP and started to work for desegregation of housing, schools, and recreational facilities as well as the equalization of teachers' salaries. In 1942, she led a successful campaign to register Black voters. By 1957, 67 percent of Baltimore's eligible Black voters were registered. Equal opportunity for employment in many public agencies was initiated because of Mrs. Jackson's efforts.

Mrs. Jackson received numerous awards for her courageous career of human services. Her home in Baltimore is being converted into a museum in her honor. Whenever a cry for help came from the disadvantaged or disenfranchised, "The NAACP Lady" took the time to help. Lillie Carroll Jackson was one of the early pioneers who broke down barriers and gave momentum to the massive civil rights movement of the sixties. Mrs. Jackson is remembered with love, respect, and pride by the people of Maryland.

SOURCE: Notable Maryland Women, Tidewater Publishers, 1977

JUANITA JACKSON MITCHELL

Juanita Jackson Mitchell was born into an illustrious civil rights family. Her mother, Dr.Lillie M. Jackson, was President Emeritus of the Baltimore National Association for the Advancement of Colored People (NAACP). Marriage merged this heritage with that of Clarence M. Mitchell, Jr., often called the 101st U.S. Senator for his leadership in civil rights. Two sons are elected officials in Maryland.

A graduate of Douglass High School in Baltimore City, Juanita Jackson Mitchell received her Bachelor's degree in education and master's degree in sociology from the University of Pennsylvania. She earned her law degree from the University of Maryland School of Law and, in October, 1950, became the first Black woman attorney admitted to practice law in the State of Maryland.

She filed suits that desegregated the Baltimore City Public Schools, Sandy Point State Beach, Fort Smallwood Municipal Beach, and Baltimore City municipal swimming pools. Her many landmark legal cases include serving as counsel in:

- Maryland recreation suits begun in 1950 to eliminate racial segregation in municipal and state beaches and swimming pools - won in the U.S.Supreme Court, Nov.1955.
- Baltimore School desegregation suits filed in 1953 (Mergenthaler Printing School and Western High School), resulting in Baltimore being the first Southern city to integrate public schools after the U.S. Supreme Court dscision of May 17, 1954 (the Brown Decision).
- Maryland restaurant desegregation cases for sit-in students convicted of violating Maryland criminal trespass law - won pilot case, U.S. Supreme Court, 1965.
- Home owners in "Veney Raid" cases, to enjoin the Baltimore City Police from conducting mass searches of private homes without warrants-won on appeal, U.S. District Court, 1966.

Juanita Jackson Mitchell was the founder of the National NAACP Youth Movement. She directed the Citizens' March on the State Capitol in Annapolis in 1942, resulting in the appointment of the Governor's Interracial Commission and directed the first NAACP City-Wide Register and Vote Campaign in 1942, continuing that work through 1960. Her leadership has been inspired, her efforts continue to make a difference in Civil Rights today.

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: JUANITA JACKSON MITCHELL, ESQ. Area of Social Reform: CIVIL RIGHTS

I. CONTRIBUTION

What do you think is your most important contribution in your area?

Elimination of racial segregation in public schools and in municipal and state parks, swimming pools, beaches, i.e., Sandy Point and Fort Smallwood; Public Accommodations, i.e., restaurants and hotels, and jobs, i.e., Buy Where You Can Work Campaigns, etc.

II. INFLUENCES

What or who helped you become successful in bringing about change?

The City Wide Young People's Forum, The National Council of Methodist Youth, The National Association for the Advancement of Colored People, The NAACP Legal Defense and Educational Fund; Charles Hamilton Houston, Thurgood Marshall, and W.A.C. Hughes, NAACP lawyers; Dr. Carl Murphy, publisher and editor of the Afro-American Newspapers; my mother, Dr. Lillie M. Jackson, president, Baltimore Branch NAACP and founder of the Maryland State Conference of NAACP Branches; my husband, Clarence M. Mitchell, Jr., for whom the Baltimore City Courthouse is named; my children, State Senator Clarence M. Mitchell, III, Dr. Keiffer J. Mitchell, Councilman Michael Bowen Mitchell, and George Davis Mitchell; and, my aunt, Mrs. Florence Carroll Snowden, fraternal leader.

III. NEEDED REFORMS

What current or future reforms or changes do you still see an necessary in your area?

Enforcement of the Maryland and federal civil rights laws which we helped enact.

MAKING A DIFFERENCE:

HISPANIC AND WOMEN'S RIGHTS

CARMEN DELGADO VOTAW - 1935 --

Carmen Delgado Votaw, a native of Puerto Rico, has been a national and international leader in working for civil rights, particularly for equal opportunities for Hispanic individuals and women.

She is currently an Administrative Assistant to Congressman Jaime Fuster of Puerto Rico. She has served in recent years as the Vice-President of ISLA (Information and Services for Latin America), where she was responsible for international training and Hispanic-related projects providing bilingual services to governments, businesses, non-profit organizations, and individuals. She was selected by representatives of all countries in the Western Hemisphere to be President of the Inter-American Commission of Women of the Organization of American States. She also served as President of the National Conference of Puerto Rican Women, and authored a book, Puerto Rican Women: Some Biographical Profiles.

In the area of women's rights, Carmen Delgado Votaw was appointed by President Carter to serve as co-chairperson of the National Advisory Committee on Women from 1977-1979. In this capacity, she reported to the President and testified before Congress on women's issues. She also served as Vice-President of the Overseas Education Fund of the League of Women Voters where she helped train women to develop better living conditions in their communities.

She has traveled to over sixty countries around the world in her efforts to secure equal opportunities for all people. Carmen Delgado Votaw has successfully combined roles as a wife, mother, and champion of civil rights.

CARMEN DELGADO VOTAW

(September 29, 1935 -   )

by Cindy L. Wall

Do you like to read stories about people who live in different countries? Where would you like to go if you could travel anywhere you wanted? What would you like to do there? Would you like to be like Carmen Delgado Votaw and travel all over the world?

Carmen Delgado was born in Puerto Rico, a small island in the Carribean Sea. Do you know where that is? See if you can find it on a map. She says it is like a magical country. Different people from all parts of the world live there. Some of these people have come from Africa. Some have come from Spain. The native people, who have lived there for the longest time, are called the Taino. Each of these groups of people have their own stories, traditions and languages. It is all of these different ways of life that make Puerto Rico seem like a magical country to her.

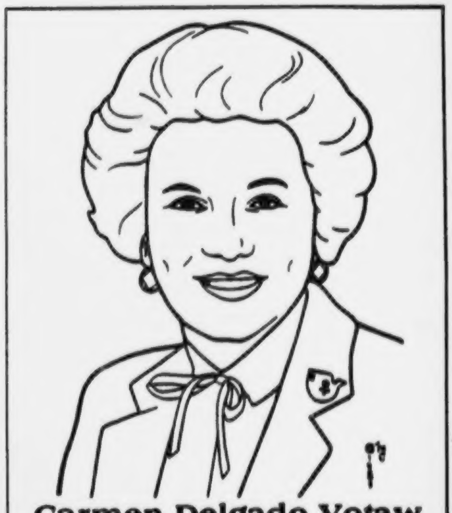
Carmen grew up in a small town on the island of Puerto Rico. It was so small that everybody in her town knew each other. She read lots of books when she was young. She especially liked to read stories that told her about other countries and the people who lived in them. Her favorite book was *Heidi*, the story of a little girl who lived in Switzerland. Reading these stories made Carmen eager to explore new places in the world when she grew up.

When she married Gregory Votaw, her life as a traveller began. She has travelled to more than 50 different countries. Besides Puerto Rico, Carmen has lived in Iran. Now she lives in the United States, in Bethesda, Maryland, but she still travels all over the world. Think of all the different ways to live that she has seen! Learning about people of different countries has been very exciting for her.

Because of her work, Carmen has received awards from many different countries. In a world that is changing very fast, she has worked with many people to help them learn to protect their own rights. She has tried to help women of all races in many different ways. Equal pay for equal work, child care centers, health services, safety and fair laws: these are important issues for Carmen Votaw. She serves on many government committees, always doing the best she can for the people she represents. What she hopes for is equality and justice for all people.

Carmen is proud of many things. She is very proud of her Puerto Rican heritage. In Puerto Rico, people speak both English and Spanish. When she was very young, Carmen learned both languages. She is bilingual. She has written books in both Spanish and English. Her books help other people learn the importance of languages in understanding the stories of people's lives. She has received many awards for her work with Hispanic organizations and bilingual education.

Carmen said that Puerto Rico is a magical country because of the many different kinds of people who live there. Now that she has travelled all over the world, she has discovered that there are many magical countries. What's magical about the country you live in?



Carmen Delgado Votaw

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PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: CARMEN DELGADO VOTAW

Area of Social Reform: HISPANIC AND WOMEN'S RIGHTS

What do you think is your most important contribution in your area?

I believe my most important contribution in the area of Hispanic and Women's Rights is having been able to serve as a bridge between groups of women with different goals and perspectives to bring awareness about the universality of the problems Hispanic and other women face as well as the similarities of the quests for participation and full utilization of women's potential between women of different cultures. My extensive travels and participation in international conferences and training events in Latin America and the rest of the world have given me a perspective about the reality of women's lives in many areas of the world. I believe I have played the role of the bumble bee taking from one place and learning from another to be able to have meaningful dialogues with women of many different walks of life and to cement the belief that sisterhood is global and personal.

II. INFLUENCES

What or who helped you become successful in bringing about change?

My experiences with non governmental organizations seeking to create two-way exchange opportunities to assess women's roles and potential and to motivate individuals to action were very valuable. At the same time, my origins in a small town in Puerto Rico taught me the value of community thinking and power. The identity that a small town engenders served me well when I moved into the national and international arena because I was always able to relate my larger endeavors to the microcosm of action I had seen work so successfully in community development programs at the rural level.

Many women served as role models in my development as an advocate for women's issues -- from a toothless woman in reclamation work in Honduras, to the woman Mayor of the City of San Juan, to many unsung, hardworking women in many areas of life who with dogged determination helped create better communities and societies.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

We need to institutionalize better the networking potential of concerted action between women's organizations and make coalitions more agile and less structure oriented. We need to motivate funding sources to fund women's projects and ideas. We need to elect more women to public office and that means finding the way to finance their participation. We need to have gender neutral school books and curricula so that boys and girls can grow up tending their own development in an assertive manner blind to considerations of sex, race or creed. We need to keep nurturing the institutions created to protect our rights and strengthen our efforts to make all women aware of their rights. And we need to keep implementing the strategies of the World Plan of Action as well as our own National Plan of Action for the advancement of women.

PERSONAL REFLECTIONS

ELIZABETH BERRY LOCKLEAR

Elizabeth Locklear is a Lumbee Indian who has been active in community affairs for many years. She helped found the Baltimore American Indian Study Center, and received an outstanding service award for her continued efforts in serving the Indian community.

. BRIEFLY DESCRIBE YOUR ANCESTRY.

My ancestry is all American Indian. All my family was born in America. They settled in Robinson County, North Carolina. I came to Maryland for employment in 1955. My tribe is Lumbee.

. BRIEFLY DESCRIBE SOME OF YOUR MOST MEANINGFUL LIFE EXPERIENCES.

My life experiences are I attended an all Indian school, but lived in a community of all three races. Also, I attended an all Indian church. Since I came to the city to live, I was able to highly appreciate being born and raised in the country. When I came to Baltimore I had a problem of people not asking your race.

One of my experiences was being a part of the idea and beginning of the Baltimore Indian Center in 1968. I have seen it grow as one of my own children.

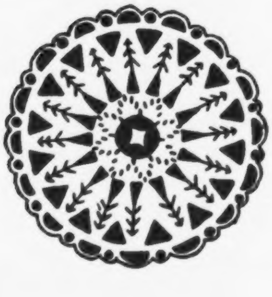
I received a Community Services Award from the United Way. I received an award this year from the Indian Center for over 10 years of dedicated service to the Indian community and center. I live in the community which I serve, so I am just one of them. I am active in South Broadway Baptist Church, Citizens for Washing Hill, Julie Community Center, South East Community Organization and South East Police Community Relations from which I also received a certificate. My hobbies are bowling, tennis, ping pong and softball.

. COMPLETE A STATEMENT REFLECTING YOUR FEELINGS ABOUT YOUR CULTURAL AND ETHNIC HERITAGE AND THE ROLE THAT HERITAGE HAS PLAYED IN YOUR LIFE.

I feel good about my culture and heritage. My family taught me and also made sure that I was able to attend school.

. HAS YOUR ROLE AS A WOMAN CHANGED OVER THE YEARS? HOW DO YOU SEE THE ROLES OF WOMEN CHANGING NOW?

My role has not changed because I feel all women should learn to be independent for we don't know when we will have to be.

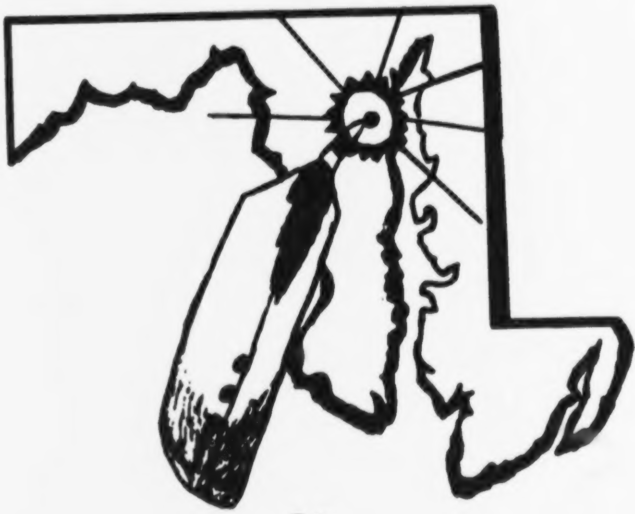


SOURCE: 1983 Women's
History Packet

A TRIBUTE TO NATIVE AMERICAN WOMEN AND ELIZABETH LOCKLEAR

By Suzan Revah, Janet Pasiuk, Meredith Mendelsohn, Heather Neale, Alexandra Barker, and Rachel Hinton - Grade 6

Native American women did as much as
The men,
Even though it was simply unheard of
Then.
They were true Americans straight
From the start,
And they loved their land deep in
Their heart.
An ordinary Indian was Elizabeth
Baley Locklear.
And she will always be quite a
Dear.
Elizabeth Locklear received a Community
Services Award from the United
Way,
I'm sure that she thought that was
Quite a day,
To the Indian community she gave
10 years of service,
And to accept this award she
Must've been nervous.
They accomplished more than
Cooking and cleaning,
They gave Native American Women's
Life a meaning.



PERSONAL REFLECTIONS

KATHERINE M. CHIN

Katherine (Kitty) Chin is a registered dietician and Director of the Chinese Cooking School, International Gourmet Center, Baltimore, and President of the Chinese Gourmet Restaurant. She has also had a series of television programs on cooking and nutrition. She serves as chairperson of the Asian Trade Council. The Asian Trade Council serves to bring together local Asian community leaders in Baltimore to build an identifiable Asian cultural and business area in the city. The Council hopes to provide for the sharing of cultural heritage by present and future generations.

o BRIEFLY DESCRIBE YOUR ANCESTRY.

My mother and father were born in Canton, China. In 1900 they settled in Washington, D.C. where all of the siblings (7) were born. My maternal and paternal grandparents were born in Canton, China. They were never fortunate enough to come to the U.S. so we were unable to have seen our grandparents. During the early 1900s, the Chinese quota for immigrants into the U.S. was very restricted and they experienced much difficulty in coming into the U.S. My father and mother married in Canton, China. After marriage they came to the U.S. via boat and settled in Washington, D.C. They came because they felt this land was a better life for them.

o BRIEFLY DESCRIBE SOME OF YOUR MOST MEANINGFUL LIFE EXPERIENCES.

Since my parents had stressed to all of their siblings education was important for us to have so that we could have an easier life making a living, schooling was an experience that I felt was extremely important to me. Upon completing my education and receiving my degree in Foods and Nutrition, my next accomplishment in life was being appointed to a teaching position of the Nursing School Faculty of the Johns Hopkins Hospital. Being a minority, I was thrilled to have had this opportunity. My appointment to this position was 1954 and it was a time that Asians were still having some problems in being considered for positions in certain areas of employemnt.

My next meaningful life experience is having been appointed by the Mayor and being approved of by the City Council for the position of Commissioner for Community Relations Commission of Baltimore City.

My involvement with the different Asian communities has encouraged me to continue to work with this segment of minorities for our recognition and equal opportunities for employment, for contracts, for being in the main stream of business opportunity.

o COMPLETE A STATEMENT REFLECTING YOUR FEELINGS ABOUT YOUR CULTURAL AND ETHNIC HERITAGE AND THE ROLE THAT HERITAGE HAS PLAYED IN YOUR LIFE.

As a Chinese, I feel my background has enriched my attitude toward others from different ethnic backgrounds. Although I was born in the U.S., my parents have taught me and my family the importance of our Chinese background. I have a feel for the elders regardless of whom they may be. Since my background is such a rich one, I am proud of my heritage and am proud to share this knowledge with those who are interested in learning more about Chinese culture.

o HAS YOUR ROLE AS A WOMAN CHANGED OVER THE YEARS? HOW DO YOU SEE THE ROLES OF WOMEN CHANGING NOW?

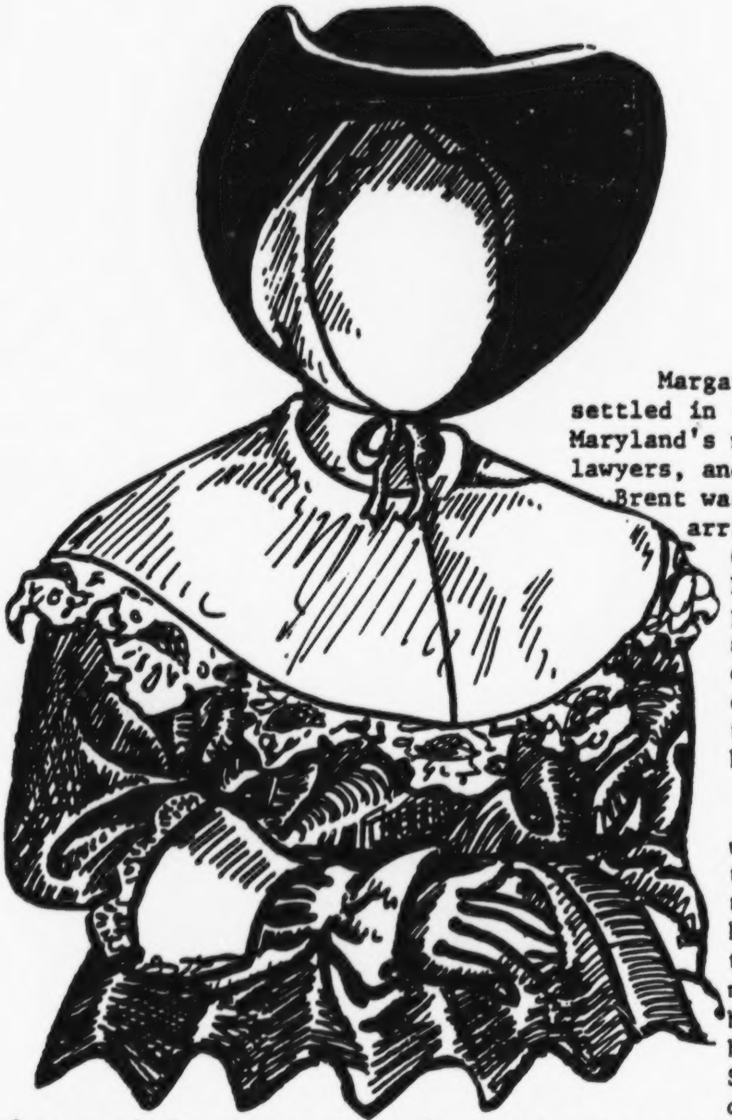
As a female minority, I still have a long way to go in being able to obtain a top executive position which the female minority hopes for. I find this is true not only of the Asian female but this appears to be true for all females. However, there have been some favorable changes which have occurred. I would like to see more top executive positions offered to females.

SOURCE: 1983
Women's History Week Packet

MAKING A DIFFERENCE:

WOMEN'S RIGHTS

profile



MARGARET BRENT
1601-1671

Margaret Brent, a British noblewoman, settled in the new world to become one of Maryland's most notable business persons, lawyers, and entrepreneurs. When Margaret Brent was thirty-seven she and her sister arrived in Maryland. Since she was Catholic and of the nobility, Lord Baltimore granted her land and the privileges of the original pioneer settlers. She and her sister established "Sisters Freehold," an estate near Saint Mary's City. From that time on, Brent worked to expand her property in Maryland.

Brent never married; to do so under British law would have meant that she would have relinquished all titles, deeds, and properties to her husband. (Although we can assume this is not the only reason she did not marry.) In 1642, she purchased her brother's property which adjoined hers in order to pay his creditors. She often appeared in court in her own or her brother's behalf. Many settlers used the courts to sue for debts and establish property claims. Ms. Brent seemed to be especially able at this; she soon acquired several houses, cattle herds, farm equipment, and a mill on Kent Island.

Her talent was appreciated by Governor Leonard Calvert, who appointed her executor of his will. This made her acting governor of the province. Calvert left his affairs in great confusion. Especially troublesome was a troop of mercenaries who had just settled an uprising but had not been paid. Action by Ms. Brent prevented a mutiny by the mercenaries. Settling Calvert's estate eventually led to Margaret Brent appearing before the Maryland Assembly. She requested Lord Baltimore grant her the right to vote in this assembly, an unheard of request from a woman. Lord Baltimore refused and used this request to withdraw his favor from the Brent family, a politically beneficial move for Lord Baltimore. Life became difficult for Margaret Brent and her family. Eventually, she moved to Virginia and sold the Maryland holdings. She lived in Virginia until her death in 1671.

Artists have created faces of Margaret Brent but there is no evidence of what she really looked like.

SOURCE: 1981 Maryland Women's
History Week Packet

MARYLAND WOMEN'S HISTORY WEEK QUESTIONNAIRE

MARYLAND WOMEN AND SOCIAL REFORM: MAKING A DIFFERENCE

Name: JILL MOSS GREENBERG

Area of Social Reform: WOMEN'S RIGHTS/GENDER (INTEGRATED) EQUITY

I. CONTRIBUTION

What do you think is your most important contribution in your area?

The contributions which are perhaps the most important are:

1. Working with others - helping to put beliefs into practice by working with diverse individuals and groups in ways that help us to collaborate effectively. Recognition of the value of all people and the contributions we each make through coalitions and "Building Bridges", not walls.
2. Developing "Integrated" Equity - working with other leaders to ensure that educational and human needs are addressed wholistically, seeing each student and community member as a whole person with abilities and disabilities, similarities and uniqueness. Attempting to assure that education is race, gender, disability, ethnically and age-fair.
3. Maryland Women's History Week (Month) - initiating this obervance to recognize, in an ongoing way, the innumerable contributions of Maryland's women. This is of particular pride to me.

II. INFLUENCES

What or who helped you become successful in bringing about change?

I feel that the successes which I have had have only been possible because of the other women and men with whom I worked. Their dedication, intelligence and energy made things happen when we worked together. I am still learning from these people as we share values, lifestyles, cultures, information, strategies and resources from our different perspectives. My previous work in civil rights, special education/disability advocacy and aging also helped. Finally, having a husband and two sons who defied stereotypes themselves and who cared enough to pitch in for all tasks at all times, made it possible for me to be "out in the trenches" working for social reform.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

Through our collective efforts, there have been significant changes in the law but much remains to be done to expand attitudes to encompass genuine equity. We need to take care that as we increase equity for some we do not create inequities for others. We still need to value our diversity and strength and respect our differences. Young people need a sense of their roots and older persons of their accomplishments, but both need a knowledge of their rights and their importance. We need to assure that those laws on the books are enforced and that attitudes don't limit options.

EQUITY

If it is to be it is up to me

MAKING A DIFFERENCE:
WOMEN'S RIGHTS/INTEGRATED EQUITY
JILL MOSS GREENBERG

When Jill Moss Greenberg was a little girl her parents sometimes teased her because she always thought it was possible to make things better. Whenever her family went past a broken-down building or encountered a difficult situation, she would say: "Something can be done with that." She believed that one person, working with others, could make a difference. In college, for example, she realized that there were no preschools for disabled children in the region, so she and a friend decided "something could be done..." They convinced United Cerebral Palsy to donate space if Jill and her friend, Sally, could find staff and materials. The preschool was begun, one of the first for disabled youngsters in the United States, and was staffed entirely by volunteer college students and nuns.

She had already worked for many years in the civil rights and peace movements and as an advocate for disabled persons when she became aware of the special role of women in relation to all of those issues. She then began working with other women, and men supportive of gender equity, to create laws and programs which would remove bias based upon gender and provide solutions to inequities. She was a pioneer in addressing "dual bias," unfair practices based on more than one area of equity -- race, gender, ethnicity, disability, age, religion or socioeconomic status. She constantly worked with others to develop an integrated approach to equity, one in which all issues were included and people were seen as whole people, not as stereotypes.

Jill Moss Greenberg was among those who lobbied and wrote testimony which led to the passage of laws and regulations such as the Maryland Equal Rights Amendment and Title IX, the federal law requiring schools receiving federal funds to remove discrimination on the basis of gender. She was a cofounder of organizations such as the Maryland and Prince George's Women's Political Caucus and served on the formative Finance Committee of the National Women's Political Caucus. She also was among the founders of services such as the Women's Center and Referral Service and agencies like the Prince George's County Commission for Women.

Ms. Moss Greenberg was committed to seeing that all groups of people were represented on boards and commissions making decisions and policies. She urged the Maryland Commission for Women to become more representative of the women of Maryland and to draw its members from throughout the state. The Commission did this and she subsequently served on it. While on the Maryland Commission for Women, she initiated task forces on Child Care, Growing Older Females and created an initial focus on gender and disability. She also initiated Maryland Women's History Week (Month) and worked with the Maryland State Department of Education to institutionalize the recognition of the contributions of Maryland's diverse women through materials for schools and libraries and activities through local Commissions for Women and other organizations throughout Maryland. It was of extreme importance to her to ensure that not only the contributions of women who were "stars," but those of unsung heroines, women of all backgrounds who contributed daily to their families and communities, were recognized. The ultimate goal was to have these contributions recognized year-round and infused in all subject areas.

Her work at the national level included serving as a Maryland delegate to the White House Conference on Families and as a delegate to the White House Conference on Aging: Special Interest Group on Women and Aging. Her work in the field of Aging included establishing the first student intern program for the Center on Aging at the University of Maryland and working to increase funding, communication, income and advocacy for an active coalition of senior citizens in multi-ethnic neighborhoods in Southeast Baltimore.

Ms. Moss Greenberg saw education, particularly the education of young people, to be the key to achieving greater equity. She worked with other leaders to develop materials and training programs for students, parents, educators and community groups. All of these incorporated information to simultaneously combat sexism, racism, handicapism and agism. When working on gender equity, she was aware of the disproportional discrimination against females in areas such as athletics, curriculum, teacher and family expectations, and career opportunities, but she was also conscious of the barriers imposed upon males through their role stereotypes. She believed that removing all of these inequities was important and that it was essential not to devalue one group while creating opportunities for another. Much of her work was spent on promoting understanding and knowledge, in ways that brought people together rather than divided them.

Her ongoing commitment to civil rights and work in educational equity led to her work as Race Equity Specialist with the Maryland State Department of Education. There, with other staff, she helped to create greater statewide awareness of inclusive educational equity. She helped to shape and coordinate programs for principals on "Maximizing Student Achievement Through Equity" and coordinated a statewide conference to actively commemorate the 30th anniversary of the Brown vs. Board of Education decision which led to school desegregation. She initiated a collaboration with the Maryland Commission on Afro-American History and Culture which resulted in "Black History at Your Doorstep," a series of materials and programs to recognize the rich history of Black Marylanders.

While some of her work was paid employment, the bulk of it was as a volunteer. At the community level, she worked with many others to form the Women's Action Coalition of Prince George's County. The Coalition (WAC) is now more than ten years old and represents over thirty diverse women's organizations. As part of the work of WAC and the Prince George's County Commission for Women, a series of meetings, "Building Bridges" was held to develop communication and support among women of all colors in the county. As chairperson of the Educational Equity Committee of the Prince George's County Council of Parent-Teacher Associations, she is currently working with others to create a dialogue on educational equity among school and community leaders.

Perhaps what is most fundamental to Ms. Moss Greenberg's ongoing efforts is the belief that people can work together in ways that value the contributions made by each person and each group, where people can relate to one another in respectful and egalitarian ways -- and that through this type of collaboration "something can be done with"...almost anything.

MAKING A DIFFERENCE:

DISABILITY RIGHTS

Mary E. Switzer

1900 - 1971

Few people realize that she had a satisfying and fully successful career in federal government employment that spanned several decades prior to her formal entry into the field of rehabilitation. She was fifty years old when she became director of the Office of Vocational Rehabilitation in 1950, and she brought to the position a superior intellect and ability. Her many talents and experiences in economics, the legislative process, government administration, health, welfare and public education were only a few of the composite assets brought with her. She entered the movement at a crucial point in its evolution. It was a time in which difficult decisions had to be made between maintaining the status quo or moving to a larger and unknown future but with increased opportunity to serve tens of thousands of disabled persons yet in need.

Following a life pattern in support of increased services to people and a more responsive and humanitarian government to changing human needs, she readily committed herself to the less certain but more hopefully expanded future for rehabilitation. The rest is history. The breadth and humanity of Mary Switzer are stamped forever in the passage of Public Law 565 with its research and demonstration features, its concern for rehabilitation education, its mandate to construct necessary rehabilitation facilities, its totally new characteristic of international efforts and cooperation regarding rehabilitation, and perhaps, above all, in its expanded funding base for more personnel and programs for those in need of rehabilitation services. In the years that followed, she went on to even greater legislative and governmental leadership heights in behalf of both disabled and disadvantaged people.

Despite the demands on the national and federal scene, her presence was almost ubiquitous in behalf of program development and extended services to needy people. On a regional, state or local level, be it public or voluntary services, if it were in the interest of rehabilitating those in need, somehow, she would "arrange to be there."

The WHO'S WHOs has chronicled her many national and international awards. Also recorded are her presidencies of many organizations including NRA, whose members and their efforts she held in high esteem. But she did not reach the heights of her ability when she was made the first Administrator of the Social Rehabilitation Services, not when she retired from the position, nor when she became internationally involved in the World Rehabilitation Fund. Instead, she found her greatness when she touched each of us bringing our full humanitarian efforts and qualities to the fore in behalf of disabled and disadvantaged people. While readily recognized as a truly great administrator in the classical sense of the word, her true capacity and ability can only be appreciated when we realize that these accomplishments sprang from an inner expression of sensitivity, emotional refinement and dedication to serve all less fortunate people. Her egalitarian qualities were not contrived but spontaneous, stemming from love and respect for all living things.

All of us in NRA and in rehabilitation and all handicapped people have had better, more meaningful, and more productive lives because her presence and her being were sufficiently large to embrace and accept us as we are and help us better understand where we should be.

What more can be said than that we had the joy and privilege of knowing her?

SOURCE: The Transition to Work and Independence for Youth with Disabilities, National Rehabilitation Association, 1986

ABILITY COUNTS

VOCATIONAL REHABILITATION

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: MAISIE HODES-WOOD

Area of Social Reform: DISABILITY RIGHTS

I. CONTRIBUTION

What do you think is your most important contribution in your area?

1. Helping to bring about the transformation of the man-made inaccessible environment to a barrier-free one, usable by all people, thereby breaking the cycle of de-facto segregation of people with disabilities.

2. Stimulating interest and concern about the double discrimination women with disabilities encounter, and developing model projects for Maryland which are being used nationally. "Women with disabilities" is a women's issue and an integration issue, not a "handicap" issue.

II. INFLUENCES

What or who helped you become successful in bringing about change?

I come from a long line of women who were political and social reformers, therefore, my sense of moral outrage and follow-through come "naturally." As to the "nuts and bolts" of affecting change, Howard Nickelson (a disability rights activist) ignited my flame, and Judge John Bishop (who was a state Senator when I began) guided me through the legislative process.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

A person may deny me my civil rights if granting my civil rights would impose a financial hardship on them. I have civil rights as long as the cost of affording me them is neligible. "Undue hardship" is a term used to limit the civil rights of a person with a disability. "Undue hardship" is the price tag attached to the civil rights of people with disabilities, and to no other minority group. This price tage must be removed from civil rights for people with disabilities.

MAKING A DIFFERENCE: DISABILITY RIGHTS

MAISIE HODES WOOD

Maisie Hodes Wood attended public school and college near Philadelphia, Pennsylvania, moving to Annapolis in 1970 when she married. Shortly thereafter she became mobility-impaired and needed the assist of a wheelchair in order to continue her "active" life. A personal account of her activities as a social reformer in the area of disability rights follows.

"My adjustment to dependence on a wheelchair was easy: I was the same person I always was. However, functioning in a world of man-made obstacles (steps, curbs, etc.) taught me the true meaning of the phrase "people have physical disabilities; society imposes the handicaps." The only thing that literally stood in the way of my leading a "normal" and "active" life was the man-made environment.

My frustration and outrage at being "handicapped" by the environment led me to other people in the same position. In 1976 I joined the Chesapeake Area Society for the Physically Handicapped, a group of people with mobility impairments who were advocating a barrier-free environment. I realized for the first time that our struggle for a barrier-free world was a civil rights issue.

The most logical place to begin was the "right to vote." Because almost all polling places had steps, people with mobility impairments could not cast their ballot as other citizens did. I authored legislation mandating barrier-free polling places, and it became law in Maryland in 1977.

My work came to the attention of the Anne Arundel County Committee on Employment of the Handicapped, and they asked me to chair the architectural barriers sub-committee of that organization. A year later I was the Chairperson of the County Committee for two years.

Next, I initiated and directed the implementation of Section 504 (a federal mandate for equal opportunity and the right to services for people with disabilities) for the Department of Human Resources throughout Maryland. From my travels around the state I realized that the disability rights movement was too fragmented to be effective politically, and it could not be strong until all the various special interest groups united. In 1980 I became a co-founder and the first President of the Maryland Alliance of

(Continued)

Advocates with the Handicapped, a statewide organization with representatives from almost all the various disability advocacy groups in the state.

During my three year tenure as President of "the Alliance," Governor Harry Hughes appointed me to the Governor's Committee on Employment of the Handicapped (of which I was eventually to become the first female Chairperson), the Golden Age Card Task Force, and the Maryland Commission for Women. As the first disability rights advocate appointed to the Maryland Commission for Women I have chaired a task force which developed and presented the first conference in the nation exclusively for disabled teen girls and their families.

Disability Rights is a complex issue, and my work reflects some of the various components necessary to achieve those rights.

- I developed the standards and training to implement Access Maryland, the state's self-assessment of barrier-free and programmatic access for people with disabilities.
- I have served on the state's advisory committee on barrier-free design for the Department of Economic and Community Development, and co-authored the first legislation in the U.S. providing civil remedies and stiff penalties for violation to the state's building codes for the handicapped.
- I have worked nationally towards a unified system for reciprocity of "handicapped parking" privileges, and co-authored the amendment to Maryland's motor vehicle code in order to achieve it.
- I have led the assault on the state's antiquated and discriminatory employment practices, and worked on the comprehensive inclusion of people with disabilities in the revised Governor's Code of Fair Practices.
- I instigated a statewide system of scholarships for students with disabilities in our state colleges and universities.
- I have lobbied for the de-institutionalization of people with developmental disabilities, and for a protection and advocacy system for the developmentally disabled people in Maryland's institutions."

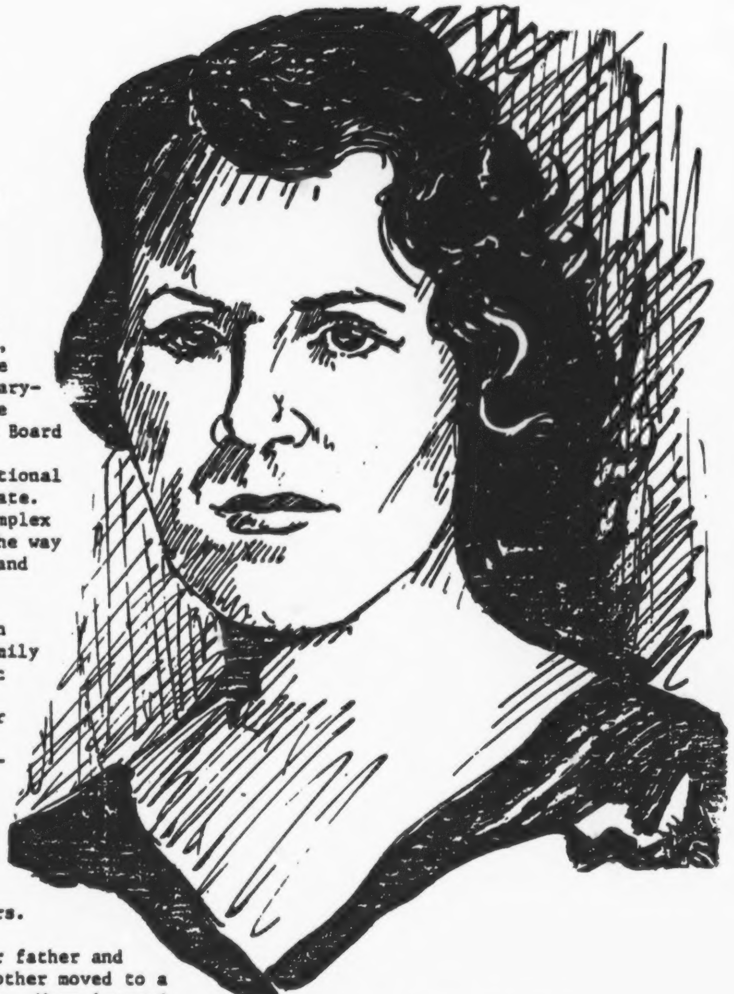
Maisie Hodes Wood has served as an advisor to many of the Departments in the Executive branch of government, has lectured extensively throughout the state, and has marched on Washington when necessary. She has been the recipient of awards from the U.S. Department of Health and Human Services, the Governor's Committee on Employment of the Handicapped, and the Maryland Association of Affirmative Action Officers.

Maisie Hodes Wood is a dynamic, high energy individual. She is a full-time civil rights activist, a wife, and the mother of a teenage daughter. She sails, enjoys snow sports, swims, plays piano and guitar, and is a self-proclaimed "avid pro tanner." She describes her positive attitude toward life..."The thing I really want people to learn is about the quality of life. There is always a Plan B. If you find you have no teeth, gum your food. You don't have to stop eating."

MAKING A DIFFERENCE:

GOVERNMENT

MARY WATTERS RISTEAU
1890-1978



Less than a year after women won the right to vote, Mary Risteau was elected the first woman to sit in the Maryland House of Delegates, the State Senate, and the State Board of Education. She worked diligently to improve educational resources throughout the State. Her ability to deal with complex public issues helped pave the way for many women in politics and public life.

Ms. Risteau was born in Towson where the Risteau family had a long history of public service. Her mother was especially supportive of her political activities. Ms. Risteau taught in Baltimore County after she graduated from Towson High School. She was active in the Teachers' Association, helping to establish the first retirement system for Baltimore County Teachers.

After the deaths of her father and two brothers, she and her mother moved to a dairy farm in Harford County. Mary learned to manage the farm and still find time to become involved in the public interest. Appalled by conditions in the rural schools, she successfully campaigned for school improvements. In 1920, Mary Risteau was elected to represent Harford County in the Maryland House of Delegates.

Ms. Risteau, known to her fellow legislators as "Miss Mary," served in the Maryland House of Delegates from 1921 through 1934, when she was elected to the State Senate. During her legislative years, she served on the Education, Agriculture, and Finance Committees. During her second term, she, Superintendent of Schools Albert Cook, and Millard Tydings developed the Equalization Plan which set a minimum teachers salary schedule and subsidized poor counties from a special Equalization Fund.

In 1937, Ms. Risteau resigned from the Senate to become the Clerk of the Circuit Court for Harford County. Governor Herbert O'Conor appointed her Administrator of Law Loans in 1939. Her contributions to public education and the general welfare of citizens in Maryland and especially in Harford County were numerous. Ms. Risteau always claimed that she was not a crusader; however, her career pioneered the involvement of women in Maryland's political arena.

SOURCE: Notable Maryland
Women, Tidewater
Publisher, 1977

QUOTABLES

WOMEN IN GOVERNMENT AND POLITICS

By choosing an American woman to run for our nation's second highest office, you send a powerful signal to all Americans. There are no doors we cannot unlock. We will place no limits on achievement.

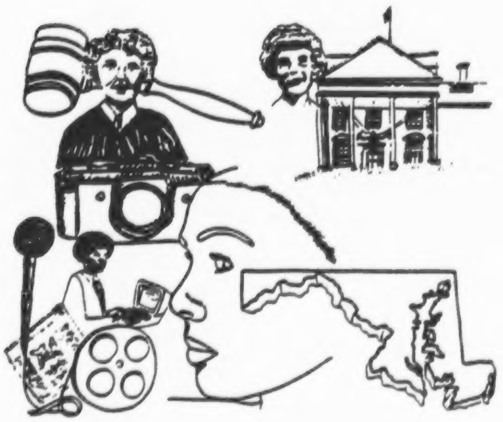
Geraldine Ferraro, 1984

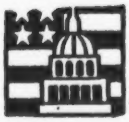
All opportunities to rise and achieve (in government) carry with them the risk of failure...but we as women must dare to be bold and dare to continue to make a difference, and we will succeed...

Ida Ruben
Maryland State Legislator, 1985

Women of all colors and background and cultures...are bound together in the struggle for economic freedom and political empowerment.

Hilda Pemberton, Councilwoman
Prince George's County Council, 1985





Barbara Mikulski

A woman's place is in the house
AND IN THE SENATE

Barbara A. Mikulski was born on July 20, 1936, to Polish parents who operated a grocery store in Baltimore. At first pursuing social work and college teaching, she gained political expertise as an organizer of a neighborhood coalition that helped revitalize southeast Baltimore. She was elected to the Baltimore City Council in 1971 and to the U.S. Congress in 1976. Ms. Mikulski served five terms as the representative of Maryland's Third Congressional District, until her election in November, 1986, as the first woman U.S. Senator from Maryland. She is one of only   women in the U.S. Senate.

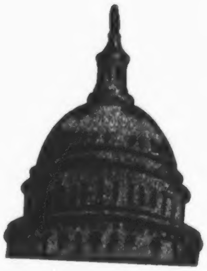
Barbara A. Mikulski's record in congress has been one of leadership and strong advocacy on behalf of women, working-class Americans, and the elderly. She as the principal author and initiator of the Domestic Violence Prevention and Services Act, which established the first consistent federal support to local shelters. She is also responsible for the direct Medicaid reimbursement to nurse-midwives, passed by Congress in 1980. In 1984, Representative Mikulski was the primary sponsor of the Child Care Information and Referral Act, which was passed by the House in February. An ardent proponent of the Equal Rights Amendment, Congresswoman Mikulski was a leader in the successful effort ot extend the ratification time limit.

Representative Mikulski was a member of the House Committee on Energy and Commerce, where she sat on the Subcommittee on Commerce, Transportation and Tourism, and the Subcommittee on Health and the Environment. On the House Committee on Merchant Marine and Fisheries, Congresswoman Mikulski was a member of four subcommittees, and chair of Oceanography.

As a Congresswoman Mikulski introduced the National Women's History Week Resolution in Congress in 1980 and again in 1981, the year it passed. On the day the resolution passed in the House, Mikulski predicted to her colleagues that the long-overdue celebration would be richly rewarding: "American women's vast and proud history is a valuable treasure waiting to be shared with us."

Other issues in which Mikulski has demonstrated leadership have been support for the Voting Rights Act and Civil Rights Restoration Act assuring equal opportunity for all citizens, consumer rights, and day care legislation, and Title IX, the federal law prohibiting gender bias in education.

Barbara Mikulski
U.S. SENATE



TO GET THINGS DONE, YOU HAVE TO SWEAT THE DETAILS. AND, SOMETIMES, YOU EVEN HAVE TO RAISE YOUR VOICE A LITTLE BIT.

HEALTH CARE SHOULD BE AFFORDABLE AND ACCESSIBLE

CIVIL RIGHTS MEANS POLITICAL AND ECONOMIC EMPOWERMENT.

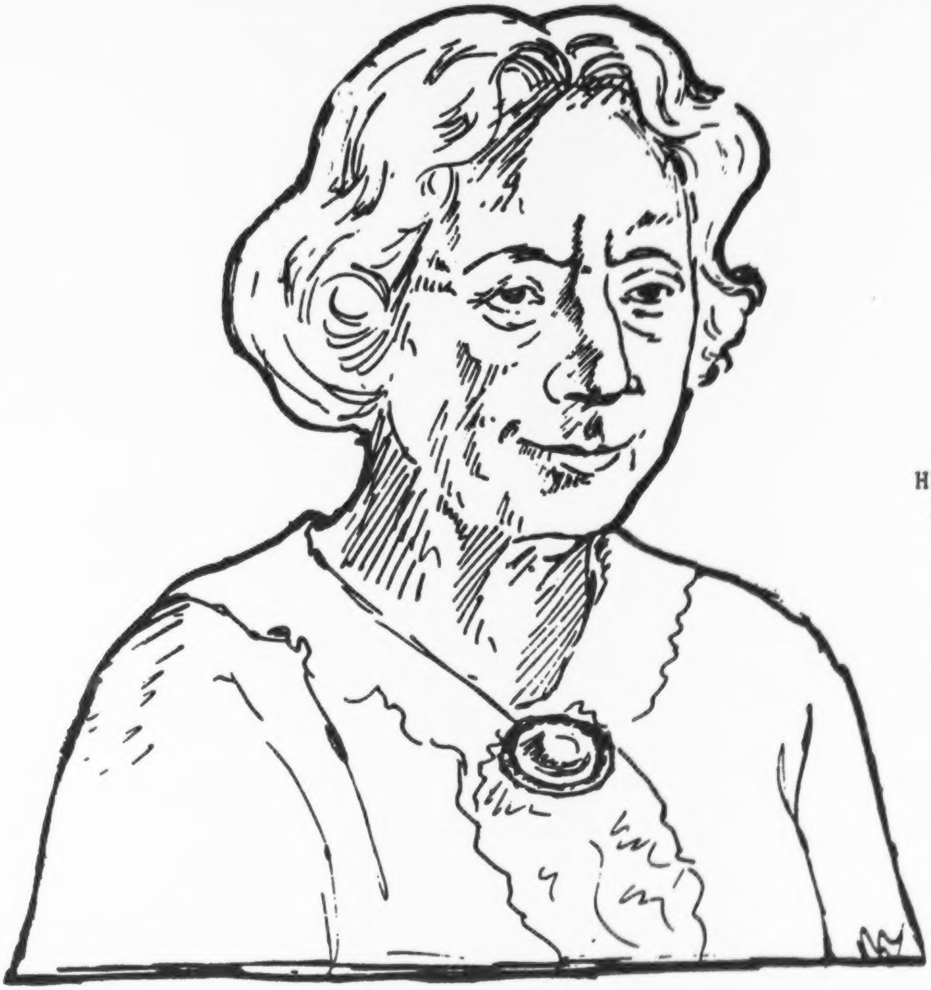
HUMAN RIGHTS IS AN ISSUE THAT CANNOT BE PUT ON THE BACK-BURNER. WE MUST FIGHT FOR THE RIGHTS OF EVERY HUMAN BEING, EVERYDAY, WITH EVERY TOOL AT OUR DISPOSAL.

GOVERNMENT OFFICIALS SHOULD BE WATCHDOGS. THEY SHOULD ENFORCE THE PUBLIC'S RIGHT TO KNOW AND RIGHT TO BE HEARD.

profile

MAKING A DIFFERENCE: EDUCATION (AND HUMAN RIGHTS)

Henrietta Szold, by starting educational programs for newly arrived immigrants in the 1880's, may be considered the Founder of Adult Education in the United States. Her other major contribution, in the area of human rights, is detailed below.



HENRIETTA SZOLD
1860-1945

Henrietta Szold, born in 1860, was the oldest daughter of a respected rabbi in Baltimore City. She gained world-wide fame as writer, scholar, educator, and Zionist. To call her a humanitarian seems inadequate to describe a woman who is credited with saving 13,000 Jewish children from extermination by the Nazis.

Ms. Szold's father provided her with the rigorous intellectual and religious training usually received by Jewish boys. She graduated from Western High School in 1877 and started her career as a teacher in local girls' schools. She also helped her father, a distinguished Hebrew scholar, and began contributing articles to many national magazines.

The 1880's were times of heavy immigration of Jews escaping from anti-Semitic repression in Europe. Many immigrants lacked skills and were despised. Henrietta Szold persuaded the Hebrew Literary Society to support evening's "Americanization" classes to teach the immigrants English. The classes were hugely successful and became the model for similar classes all over the country. Baltimore City's night school program was a direct result of Ms. Szold's evening school.

(Continued)

In 1893, Ms. Szold moved to Philadelphia to become an editor for the Jewish Publication Society. For twenty-two years, she edited, proofread, translated, and wrote for such publications as the Jewish Yearbook, the Jewish Encyclopedia, and numerous scholarly works. In 1901, she visited Palestine and the second part of her life began.

Ms. Szold was passionately committed to Zionism, a movement to create a Jewish state in Palestine, the Biblical homeland of the Hebrew tribes. On her visit she discovered the practical problems of Zionism, especially health problems. She formed a group of concerned New York women called the Hadassah, who worked to send nurses and medical units to the Middle East. The Hadassah grew, as did their programs which included establishing a nursing school and a system of school hygiene.

In 1926, Ms. Szold moved to Palestine, where she held a cabinet level job. When Hitler began to exterminate European Jews, she conceived the idea of transporting German Jewish youth to Palestine and training them to farm. In her seventies, Ms. Szold was meeting boatloads of these youngsters at Haifa. At the time of her death, in 1945, she was credited with saving the lives of 13,000 German children.

Henrietta, November, 1893

MAKING A DIFFERENCE: EDUCATION

WOMEN'S STUDIES

OVERVIEW

A significant change that has occurred in education over recent decades has been the development of courses of study related to women's contributions. There are now many colleges and universities in Maryland and across the nation that offer degree programs or individual courses in women's studies. Everywoman's Guide to Colleges and Universities, co-edited by Mary Jo Strauss, a Maryland woman (see Resource Guide) details these offerings. Many high schools also offer women's history courses. It is the hope that this packet and similar resource materials and Women's History Month activities will stimulate the inclusion and increased representation of women in all fields of study throughout the year, not just during special commemorative occasions.

Women's Studies Courses

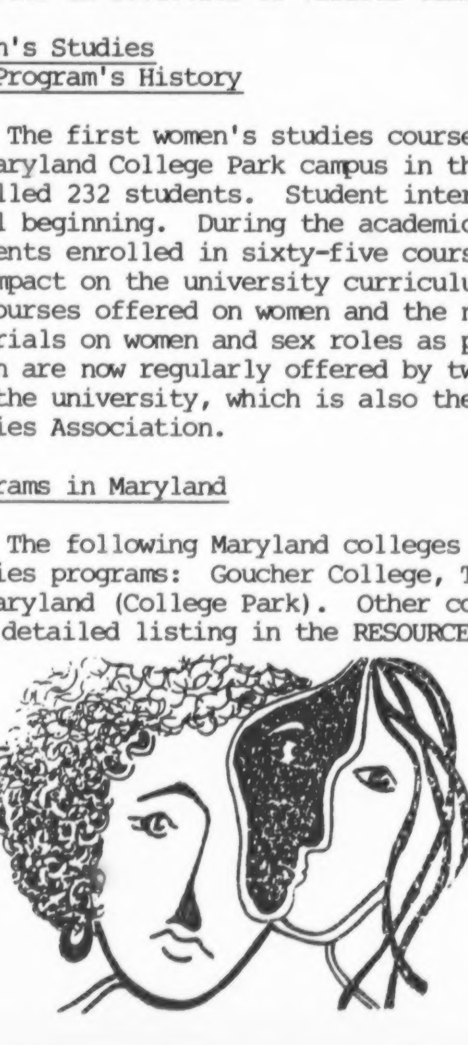
Women's studies courses investigate the contribution of women to societies past and present; they explore the cultural norms for women as well as the stereotypes and myths that enforce those norms; and, perhaps most important, they recapture women's experience and characteristics and effects of sex roles and sex role socialization on human behavior in societies of various times and places.

Women's Studies
One Program's History

The first women's studies courses were offered on the University of Maryland College Park campus in the fall of 1971, when three courses enrolled 232 students. Student interest has skyrocketed since this small beginning. During the academic year 1982-83, approximately 3,800 students enrolled in sixty-five courses on women. The program has had an impact on the university curriculum both in the quantity and diversity of courses offered on women and the number of other courses which include materials on women and sex roles as part of their content. Courses on women are now regularly offered by twenty departments and programs throughout the university, which is also the headquarters of the National Woman's Studies Association.

Programs in Maryland

The following Maryland colleges and universities offer women's studies programs: Goucher College, Towson State University, University of Maryland (College Park). Other colleges offer women's studies courses. (See detailed listing in the RESOURCE DIRECTORY.)



SOURCES: University of Maryland,
Women's Studies Department,
College Park Campus:
Everywoman's Guide to
Colleges and Universities,
Feminist Press, 1982.

LOGO: University of Maryland Women's
Studies Program

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: DR. JEAN DRESDEN GRAMBS

Area of Social Reform: EDUCATION; WOMEN'S STUDIES

I. CONTRIBUTION

What do you think is your most important contribution in your area?

I chaired the first committee at the University of Maryland to consider the development of a women's studies program, and helped guide the early development of the program.

I have also written about the role of Women in American culture for educators, and co-authored one of the first books to review the research on sex differences.

II. INFLUENCES

What or who helped you become successful in bringing about change?

The model of my mother who was an active suffragist and feminist before World War I, and continued throughout her life as a professional social worker. She proved that career and family can be happily combined.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

School practices and curriculum need to recognize women's roles and functions, and provide a non-sexist environment for all. Teaching about Women should be woven into all aspects of schooling, including the university. Researchers need to re-examine many "truths" because of the sexist bias which has pervaded research up to now.

Helen Brooke Taussig (1898-)

Achievement in Medicine

Dr. Helen Brooke Taussig is one of the twentieth century's most outstanding medical doctors. She developed an operation that helped children born with a heart defect. Her work has lengthened and made healthy the lives of many people who would otherwise have died at an early age.

Helen was born in 1898 in Cambridge, Massachusetts. Her father taught at Harvard and her mother worked on eye problems in children. When Helen was a student at Radcliffe College, she became a tennis champion. Seeking a change, she transferred to the University of California where she received her degree in 1921.

It was Helen's desire to specialize in public health. She wanted to attend Harvard University. But women were not admitted to the regular course at Harvard Medical School at that time. Instead she went to Boston University Medical School. It was here that she began her study of the heart. This specialization led to the work that later made her known around the world.

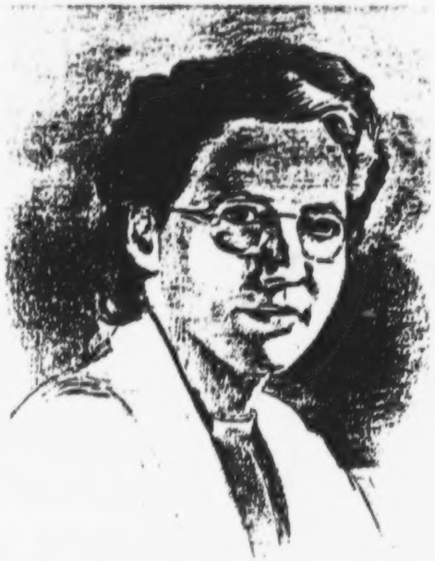
Even before Helen received her M.D. degree from Johns Hopkins Medical School, she had published papers about the heart. She was very interested in the disease of the heart that endangered the lives of newborn babies. Because the heart did not work as it should, the blood did not receive enough oxygen. The babies turned blue and were known as "blue babies." They did not live long. But Dr. Taussig found a way to overcome this problem. She approached Dr. Blalock, a famous heart surgeon, and together they devised an operation that cured the babies.

Later she became head of the Children's Heart Clinic of Johns Hopkins Hospital. She was also a Professor of Pediatrics and was the first woman to be a full professor at Johns Hopkins. In time she gave up teaching because she wanted to devote her time to doing research that would help people achieve better health.

Dr. Taussig's concern with problems of the heart in children and adults extended to other areas of health. She contributed to an understanding of the causes and prevention of rheumatic fever. This is a disease in which there is fever, the joints ache and swell, and the heart valves sometimes become inflamed. She also alerted the nation to the dangers of some tranquilizing drugs to unborn children and helped to stop their use in this country.

In 1965 Dr. Taussig became President of the American Heart Association. She was the first woman to hold this position. She has traveled throughout the world because of her interest in medical training and in medical practices abroad. She has received many awards and honors. Among them was the President's Medal of Freedom and the French Legion of Honor.

She once said, "Everybody enjoys feeling that he can contribute. It is the greatest feeling in the world -- whether one contributes to the family, community, or country."



STUDY QUESTIONS

Why didn't Helen attend Harvard Medical School?

What is Dr. Helen Taussig's most important contribution to medicine?

Judging from her statement at the end of this passage, how do you think Helen was rewarded for her life-long work in medicine?

Source: The Faces and Phases of Women, The National Women's Hall of Fame, 1983

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: MARIAN WRIGHT EDELMAN

Area of Social Reform: CHILDREN AND FAMILY ISSUES

I. CONTRIBUTION

What do you think is your most important contribution in your area?

At the Children's Defense Fund, we were pleased to see the passage of PL 94-142 (the Education for All Handicapped Children Act), expansion of federal and state maternal health programs, and in raising the health and educational status of poor and minority youth.

II. INFLUENCES

What or who helped you become successful in bringing about change?

My parents, the church, and the community were strong influences in my early life. My parents always emphasized working hard, getting an education, and helping others. And they set the examples.

The staff of the Children's Defense Fund, national and local organizations, child advocates, members of religious congregations, health providers, and thousands of concerned individuals across the country have helped bring about change.

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

There are 13 million poor children in America. For them, sickness, hunger, and homelessness are a way of life. Nearly a half million American teenagers have babies each year. Teen mothers, especially poor and minority mothers, will remain single and trapped in poverty. A Black infant born in Chicago, Cleveland, or Detroit is more likely to die in the first year of life than an infant born in Costa Rica (1983). As long as these conditions exist, we will continue to have our work cut out for us.

MAKING A DIFFERENCE: CHILDREN AND FAMILIES

MARIAN WRIGHT EDELMAN (1939 -)

Marian Wright Edelman, founder and president of the Children's Defense Fund (CDF), has been an advocate for disadvantaged Americans throughout her professional career.

Growing up, she knew about race discrimination, and was determined that no one would make the color of her skin a reason to deny her her rights, and was determined to win equal rights for all black people.

In 1960, while she was attending Spelman College in Atlanta, Georgia, black students began to demonstrate against restaurants and lunch counters that refused to serve black customers. The students would go into the restaurant, sit down and refuse to leave until they were served. (These demonstrations were called sit-ins.) Mrs. Edelman planned the strategy for the sit-ins in Atlanta and helped to found a new civil rights group, the Students Non-Violent Coordinating Committee (S.N.C.C.).

Because Ms. Edelman saw that the civil rights movement needed more lawyers, she attended Yale Law School after graduating from Spelman. In her first job with the N.A.A.C.P. Legal Defense Fund, she wrote the brief for the first sit-in case the Fund took to the Supreme Court. Then she became head of the Fund in the state of Mississippi. In 1966 Ms. Edelman became the first black woman to receive a license to practice law in Mississippi.

Ms. Edelman soon began to see that winning court cases was not the only solution to the problems of black people in America. Lawyers could win the right for black children to attend desegregated schools, but what if their parents could not afford to buy shoes for them? She began to think more and more about other ways to help children.

One way was a new government program called Head Start. Under Head Start, schools were started for four year old children to help them learn how to be good students when they went to public schools. When the state of Mississippi refused to apply for Head Start money, Ms. Edelman founded the Child Development Group of Mississippi. Her group got Head Start funds and set up schools all over the state.

(Continued)

She found support for her work with children and in 1973 Ms. Edelman was a founder of the Children's Defense Fund (CDF), which she still heads. Under her direction, the Washington-based CDF has become one of the nation's most active organizations concerned with a wide range of children's and family issues, especially those which most affect America's children: our poorest Americans.

CDF monitors and proposes improvements in federal and state budgets, and legislative and administrative policies in the areas of welfare aid, child and maternal health, education, child care, child welfare, adolescent pregnancy prevention, youth employment, and family support systems.

In 1983, CDF launched a major longterm national campaign to prevent teenage pregnancies and, as related to adolescent pregnancy prevention, to improve the health and educational status of low-income and minority teenagers. The Children's Defense Fund also has been a leading advocate in the Congress, state legislatures, and courts for children's rights.

Among her many honors, in 1985 she became a MacArthur Foundation Prize Fellow. In 1983 she was named one of the 100 most influential women in America by the LADIES HOME JOURNAL and in 1971, TIME MAGAZINE named her one of America's 200 young leaders. Mrs. Edelman was the first black woman elected to the Yale University Corporation. She serves on the boards of the NAACP Legal Defense and Education Fund, and the March of Dimes, and chairs the board of trustees of Spelman College. She is also a member of the Council on Foreign Relations.

Clara Barton (1821-1912)

Even though Clara was shy, lonely, sensitive, and timid as a child, she possessed a strong will and determination, enabling her to overcome obstacles and to empathize with the needy. After the completion of school and the study of Latin, chemistry, and philosophy, she began teaching in the neighborhood at the age of eighteen.

She enrolled for a year in the liberal Institute of Clinton, N.Y., resumed teaching, and was able to found one of the state's first "free" or public schools. In 1854 she resigned and went to Washington where she became perhaps the first regularly appointed woman civil servant in the Patent Office.

Returning later to Massachusetts, Clara Barton aided and befriended homesick soldiers during the beginning of the Civil War. Recognizing the lack of first-aid equipment, she advertised in the newspaper for bandages, medicines, and foods. After a good response, she and a few friends distributed the supplies by mule team to the men on the battlefields in Virginia and Maryland. Along with this service she administered to the wounded and dying at Cedar Mountain, Second Bull Run, Chantilly, South Mountain, Antietam, and Fredericksburg.

In 1865 in Annapolis she hired a few assistants to gather information concerning missing men. After lists were compiled, families of the soldiers were notified and markers were placed on the graves of almost 5,000 men.

Becoming an effective speaker, she described her war experiences as a patriot and humanitarian. The nation recognized her as a great war heroine. Because of excessive travel and speaking, she suffered a breakdown and went to Europe to recuperate.

While in Switzerland, Clara became aware of the International Committee of the Red Cross formed in 1863 at a convention in Geneva. Even though eleven governments ratified the Geneva Treaty, the American State Department refused to recommend ratification of the treaty.

Following another breakdown, she campaigned for five years to organize an American Red Cross Society to add her country to the Geneva Treaty. She attempted to persuade the State Department, the White House, and Congress to ratify the treaty. To enlighten the public, she used newspaper articles, public talks, and her pamphlet, The Red Cross of the Geneva Convention: What It Is. She expressed the need for organized relief during yellow fever scorges, fires, floods, and railway accidents. In May 1881 Clara and some associates organized the American Association of the Red Cross, and she was chosen president. From 1881-1904 she devoted her time to Red Cross work -- providing relief in twenty-one foreign and domestic disasters -- providing clothing, food, medicine and materials for shelter. She managed all finances without accepting a salary.

Her last years as president of the Red Cross were spent in Glen Echo, Maryland. After resigning she interested herself in Christian Science and spiritualism.

"A feminist by lifelong conviction, she also enjoyed the friendship of leaders in the women's rights movement and on many occasions made clear her support of suffrage and equal pay for equal work."

At the age of ninety-one she died and was buried in North Oxford, Massachusetts.

Source: Notable American Women,
A Biographical Dictionary,
Volume I, Harvard University Press, Cambridge,
Massachusetts, 1971

MAKING A DIFFERENCE: HEALTH AND SAFETY

profile

MARYLAND CHAPTER

MADD

Maryland MADD (Mothers Against Drunk Driving) is a grass-roots organization working for the health and safety of Maryland's citizens. It is representative of social reform efforts made by Maryland women throughout the state's history to improve the quality of life.

MADD

WHAT IS MARYLAND MADD?

MADD stands for Mothers Against Drunk Drivers. MADD is not against the consumption of alcoholic beverages, but is firmly opposed to drinking and driving. In Maryland, MADD is a non-profit, grass roots organization open to all citizens. Many of our members are survivors of drunk driver caused crashes. Many are relatives or friends of victims who did not survive. Many are concerned citizens of Maryland. We have joined one another and invite you to join in clearing Maryland's streets and highways of the menace of drunk drivers....the killers and the cripplers. Death at the hands of a drunk driver is the most often committed violent crime in our state.

WHY ARE WE MADD?

One out of two traffic deaths in the United States is caused by a drunk driver. Drunk drivers killed 26,000 last year. Drunk drivers killed almost 400 people in Maryland last year. Those victims are dead for no other reason except the drivers who killed them chose to drink and chose to drive. They are not accident victims. The decision to drink is a matter of choice. People do not accidently drink nor do they accidently drive. The automobile crashes they cause kill or maim or cripple. The crashes they cause cost billions in assessable categories. In other areas the losses they create can only be guessed at. Throughout the United States, drunk drivers cause more deaths with their vehicles than killers who use firearms or killers who use knives or killers who use any other instrumment to take the life of another human being.

THE GOALS OF MARYLAND MADD ARE:

- To reduce the number of deaths and injuries caused by drunk drivers.
- To provide support and assistance to the victims of drunk drivers.
- To urge the use of safety belts and child safety seats as the only defense against drunk driving.
- To ultimately eliminate the menace from Maryland roadways by focusing public attention on the horror that drinking drivers create.

SOME OF WHAT MARYLAND MADD HAS ACCOMPLISHED SO FAR:

1. Created a citizen constituency that is increasingly successful in demanding change from every level of government and getting ever-growing support from the public to make drunk driving socially unacceptable.
2. Successfully campaigned for new legislation:
    1. to close many legal loopholes that protected Drunk Drivers;
    2. to provide more tools to police for detecting and prosecuting Drunk Drivers;
    3. to provide for stiffer penalties for Drunk Drivers;
    4. to provide for victim impact statements in court.
3. Formed a VICTIM OUTREACH PROGRAM to give immediately support and guidance to victims and their families. Victims have rights which will not be respected unless our community understands and supports them.
4. Established 14 County MADD Chapters in Maryland.
5. Supported and worked with the Governor's Task Force on the Drinking Driver.
6. Initiated local County Task Forces in Eight (8) of Maryland's 23 counties.
7. Participated in Monitoring Court Cases involving Drunk Drivers.
8. Cooperated with State and local police on reporting Drunk Drivers and publicizing the DWI issue.
9. Provided materials for use in medical facilities, and in health and drivers education programs to help educate young people.
10. Provided speakers to community groups, including DWI classes.

MADD

Mothers Against Drunk Driving

WE'RE MADD:

MADD was founded in 1980. From a few members, MADD has grown to over 300 Chapters throughout the Nation, of which six are here in Maryland.

THE HISTORY OF MADD/MARYLAND CHAPTER

by Tom Sexton

The anti-drunk driving campaign in this country has been described as one of the most powerful grass-roots movements in modern history. Groups such as MADD (Mothers Against Drunk Drivers) were the moving force in the anti-drunk driving movement. The organizers of these grass-roots organizations turned personal tragedies into positive forces against the most often committed violent crime in this nation - drunk driving.

In May 1980, following the death of her teen-aged daughter Cari, Candy Lightner of California founded the now nationally know MADD organization. That August, MADD went public by holding a press conference at the state capitol to demand that a task force be estalished by then Governor Jerry Brown to combat drunk driving.

The citizens of Maryland were also shocked into action as a result of an incident involving a five month old baby girl, Laura Lamb, who was permanently paralyzed from her neck down by a repeat offender drunk driver. In May 1980, Sandy Golden, a news reporter for WDVM in Washington, DC, helped put together a news story about Laura Lamb. Golden, along with Laura's mother, Cindy, was responsible for establishing the second MADD chapter in the nation and urging Governor Harry Hughes of Maryland to appoint a state task force.

Prior to 1980, Betty Dice of Berwyn Heights, Geraldine Donald of Annapolis and Shirley Johnson of Baltimore lobbied Maryland legislators for tougher drunk driving laws. Drunk driving laws in Maryland, prior to 1981, were among the weakest in the United States. Despite the efforts of citizens like Dice, Donald and Johnson the Maryland General Assembly from 1968-80 did not pass a single drunk driving law. It wasn't until the fall of 1980 when Maryland MADD made its presence known in Annapolis that reform in the drunk driving laws began.

Maryland MADD was organized by Dot and Tom Sexton of Bowie in the fall of 1980. The Sextons wrote letters to the editors of every newspaper in the state urging citizens to join the effort against drunk driving. Hundreds of citizens responded and joined Maryland MADD. The first organizational leaders of Maryland MADD were Dot Sexton - President, Lou Hladky of Baltimore - Vice President, Jean Heald of Annapolis - Secretary and Tom Sexton - Treasurer. Other key organizers were Chris Hladky of Baltimore, Carl Weiger of Gaithersburg, Laura Gilman of St. Leonard, Ruth Prusik of Frederick and Pat Tompkins of Greenbelt. They organized citizens in 13 counties and lobbied for the passage of 11 new drunk driving laws in the 1981 and '82 General Assemblies.

In 1983, Jean Heald became President of Maryland MADD. During her tenure Maryland MADD continued to be effective in the anti-drunk driving campaign and developed a solid organizational structure. A state office was opened in Annapolis, a newsletter was initiated, chapters were reorganized by regions and a state-wide victim assistance network was established. In addition, 15 new or reformed drunk driving laws were passed by the 1983, '84 and '85 General Assemblies.

THINK ABOUT IT!

- DRUNK-DRIVING CRIMES ACCOUNT FOR FULLY HALF OF ALL AUTO FATALITIES.
- EVERY 23 MINUTES SOMEONE DIES BECAUSE OF A DRUNK DRIVER.
- WITHIN THE LAST TEN YEARS, OVER A QUARTER OF A MILLION AMERICANS HAVE DIED BECAUSE OF DRUNK DRIVERS. THIS IS MORE THAN 5 TIMES THE NUMBER OF U.S. COMBAT DEATHS IN VIETNAM.
- DRUNK DRIVERS COST SOCIETY $24 BILLION EACH YEAR IN REHABILITATION, LOST EARNINGS, COURT COSTS AND OTHER EXPENSES.

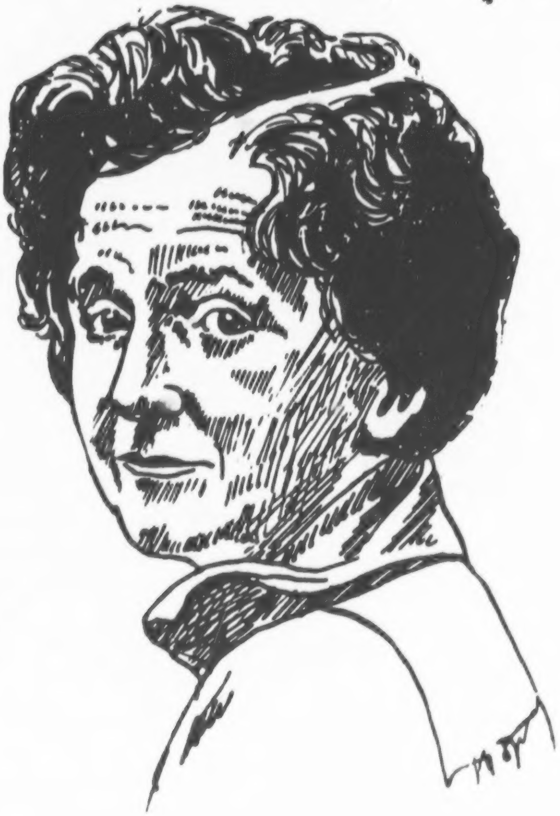
238 KILLED TO DATE* IN '86

*DWI related in MD

MADD IS STILL MADD

HELP US SAVE YOUR LIFE

TOGETHER OUR EFFORTS COULD SAVE YOUR LIFE OR THE LIFE OF SOMEONE CLOSE TO YOU.



RACHEL CARSON
1907-1964

Rachel Carson, author and ecologist, attended Pennsylvania College for Women, majoring in English with a career in writing in mind. Two years later a required course in biology changed her mind and she became a zoology major. Later in life, she combined the two fields and became an influential force in the ecology movement.

She taught zoology after receiving her M.A. from Johns Hopkins in 1932. Her writing career began with a series of articles on aquatic life for the Baltimore SUNDAY SUN. Subsequently, she secured a civil service appointment with the Fish and Wildlife Service as a "Junior aquatic biologist." Finally, in 1952 she retired as biologist and chief editor. Her associates remember her wit and humor as well as her literary talents.

SILENT SPRING, one of her most famous and controversial works, was published in 1962, and was called by Justice Douglass, "the most important chronicle of this century for the human race." In SILENT SPRING, Carson warned against the indiscriminate use of chemicals upsetting the balance of nature. The book prompted a controversy among conservationists, the chemical industry, and the Department of Agriculture. This controversy led to the adoption of the strict controls on the use of pesticides, suggested by Carson, being enforced by the federal government.

Ms. Carson learned that she had cancer during the writing of her book SILENT SPRING. She died at her home in 1964 in Silver Spring, Maryland.

Many awards came to her the last year of her life and she was able to receive them herself. Among them, her most treasured was the Cullum Medal of the American Geographical Society, which was awarded to only three other women at that time. Rachel Carson believed that "what is important is the relation of man to all life."

Rachel Louise Carson (1907-1964)

Rachel Carson is best remembered as the woman who began the modern environmental movement. We often hear of environmentalists in the news, fighting for clean water or discussing acid rain. It was Rachel Carson who created an awareness around the world of dangers to the environment.

Rachel was born into a small family in Springfield, Pennsylvania. Her mother loved both nature and writing. When Rachel was in college she was very interested in writing. Then she took a course in biology. This sparked a renewed interest in nature and its workings. Rachel went on to obtain high honors in college. She received a degree in zoology from Johns Hopkins University in 1932.

It must have taken courage for her to remain in the science field all through college in the 1920s. Back then it was not ladylike to study anything but home economics, nursing, or literature. Despite this, she went on to get a job at the U.S. Bureau of Fisheries Washington, D.C. She was only one of two women to be hired in that type of job.

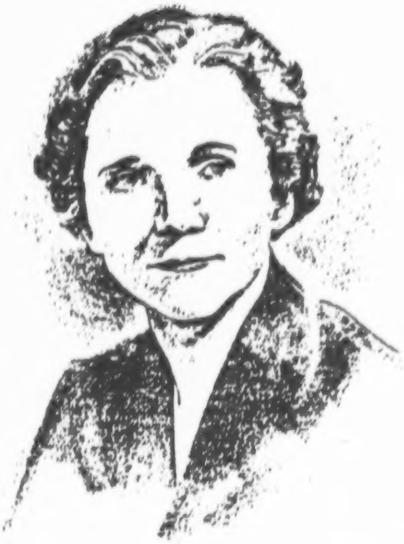
Rachel was always busy. If not working for the Bureau, she was busy taking care of her mother and two young nieces. She also wrote articles for magazines and a best-selling book, UNDER THE SEA WIND, in 1941. During World War II she wrote conservation bulletins for the government.

With all this working she still found time to write another book that was to make her famous, THE SEA AROUND US. She received many honors and awards. This finally gave her some financial independence. She bought a home by the sea in Maine and devoted all her time to writing. Next came THE EDGE OF THE SEA (1955), establishing her reputation as a writer about natural science for the general public. She was a quiet person whose books about rocky coasts and tiny creatures of the sea had great appeal.

Her next work proved to be the most important of her life. She was alarmed by massive DDT spraying to control mosquitoes in the early 1960s. She researched this and other poisons and wrote the book THE SILENT SPRING. It exposed the danger of these chemicals to the environment.

Now Rachel found herself up against a new force -- big industry. Not only did they see her as a woman meddling in a man's world, but she was threatening the livelihood of the chemical industry. They spent large sums of money publicly ridiculing the author and her book. Nonetheless, her work inspired a special panel of John F. Kennedy's Science Advisory Committee to study the effects of pesticides on the community.

She was indeed a strong-willed and courageous person. Even though she was suffering from arthritis and bone cancer she put up with a lot of criticism and kept working with the government. The woman who started the environmentalist movement died peacefully at home at age 56 in 1964. She has left us with a better awareness of the beauty and delicacy of nature, and for many, a stronger desire to protect this environment.



TO DISCUSS:

How did Rachel combine her interests in writing and science?

What new movement did Rachel Carson begin? Why is it important?

Source: The Faces and Phases of Women, National Women's Hall of Fame, 1983

MAKING A DIFFERENCE: ENVIRONMENTAL ISSUES

ELLEN KOVNER SILBERGELD
(1945 -)

Dr. Ellen Silbergeld is the chief toxics scientist for a non-profit organization, the Environmental Defense Fund (EDF) in Washington, D.C. EDF works to protect our environment and to recognize the relationship between humans and the natural world -- to protect and preserve a healthy environment in which life can survive and flourish.

As one of the nation's foremost toxicologists (studying the nature and impact of toxic substances in our environment), Dr. Silbergeld provided the scientific and health arguements that led to the banning of lead in gasoline. She also opened the issue of the dangerous presence of dioxin in communities such as Times Beach, Missouri, a town that had to be evacuated because of the dangers created by dioxin to human and animal health. She serves on the Scientific Advisory Board of the Environmental Protection Agency and has represented consumer interests in criticizing this agency when she has believed it was not fulfilling its obligations to protect our nation's citizens from toxins in our environment.

Dr. Silbergeld holds degrees from Vassar College and Johns Hopkins University. She has worked for the National Academy of Sciences, and the National Institutes of Health, and has taught environmental science courses at Johns Hopkins. She has served on numerous conferences and panels as a consultant on such issues as lead poisoning and occupational and environmental health. She is also active in many professional organizations, including the American Public Health Association and the Association for Women in Science. Among her honors are being selected to participate in neuroscience programs in Yugoslavia and India.

PERSONAL REFLECTIONS

WOMEN'S HISTORY QUESTIONNAIRE

MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM

Name: DR. ELLEN SILBERGELD Area of Social Reform: ENVIRONMENTAL ISSUES

I. CONTRIBUTION

What do you think is your most important contribution in your area?

Serving as a means to translate information from basic research into effective public policy to protect human health and the environment.

The single specific accomplishment that I am proudest of is getting lead removed from gasoline, which already has had a direct effect on lowering the incidence of lead poisoning in children, a major health problem in Maryland and around the country.

II. INFLUENCES

What or who helped you become successful in bringing about change?

Studying with Abel Wolman at Johns Hopkins, working in a community organization with my neighbors in Reservior Hill Baltimore, and the support of many women who have served as examples of working mothers have helped me be successful in bringing about change!

III. NEEDED REFORMS

What current or future reforms or changes do you still see as necessary in your area?

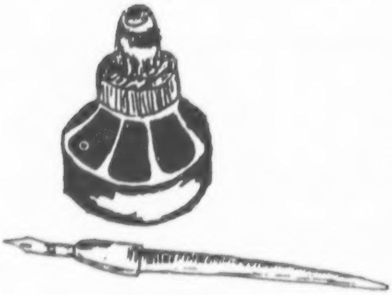
Needed reforms for the future include turning around our concepts about environmental regulation to a policy of prevention rather than remediation, giving citizens the power to decide on issues like siting hazardous waste facilities and incinerators through opening up access to information and providing resources to use that information at the state and federal level.

MAKING A DIFFERENCE:
WRITING AS A TOOL FOR SOCIAL REFORM

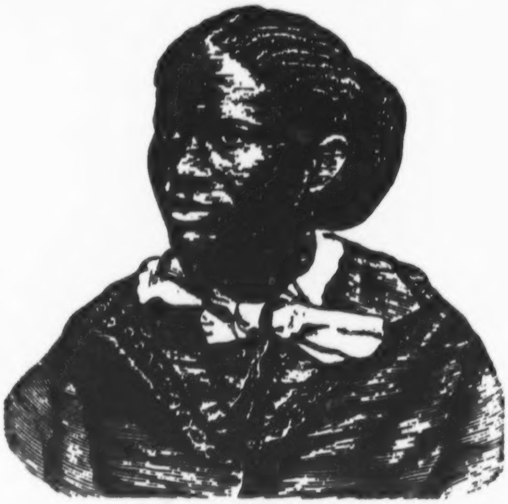
profile

Frances Harper, called "The Bronze Muse" was born in Baltimore in 1825. She was the first American black woman to publish a short story, and one of the first to publish a novel. Although never a slave, her life centered around working for the abolition of slavery, becoming active in the anti-slavery movement after Maryland passed a law which ruled that free blacks entering the state could be sold as slaves. Thousands heard her speak and read her poetry throughout the South--in churches, schools, cabins, and even fields.

She was orphaned at the age of 3, attended a school for free blacks in Baltimore, and began writing articles and poetry at 14, while she worked as a maid for a Baltimore family. Her first book was published at the age of 24. She gave away most of the money she earned from writing and lecturing to help runaway slaves.



A poet named Frances E. Watkins Harper reflected the Black mood so accurately that after her 1854 publication, *Poems on Various Subjects*, "she was easily the most popular poet of the time," remarked the editors of *Negro Caravan*. Harper was also a political activist and throughout her life was involved with the abolitionist, and women's movements, including suffrage issues.



Frances E. Watkins · writer
(photo courtesy of EBONY)

Before the war, her energies were primarily devoted to the former and she read her work to packed lecture halls filled with antislavery sympathizers. These turbulent times were not ones of belletristic letters. Harper's verse, mostly in the ballad form, appealed to passion rather than academic perfection. She [illegible] copies of her first two works of poetry, commented William Still, [illegible] who listened to her eloquent lectures. *Poems on Miscellaneous Subjects* went through twenty editions in twenty years.

Like the young poets of the civil rights period in the next century, Harper's work aimed directly at the cruelty of Black injustice. And like them, she could read her work with a "disarmingly dramatic voice and gesture and sighs and tears," noted critic William H. Robinson. When she rendered poems like the "Slave Auction" that included the lines "And mothers stood with streaming eyes / And saw their dearest children sold / Unheeded rise their bitter cries, / While tyrants bartered them for gold"—she left hardly a dry eye in the house. In another poem, "Bury Me In A Free Land," she made the emotional appeal to have herself buried where one may even "Make it among earth's humblest graves, / But not in a land where men are slaves."

After the war, Harper's poetry included themes which reflected her other interests. The woman's theme was prevalent, such as in the poem "A Double Standard" that ends with the line, "And what is wrong in woman's life / in man's cannot be right." In some of her other works she harped on the subject of suffrage in the Reconstruction period. Another issue that underlined the black support for woman's suffrage was the hope that women would not "sell" their votes or be as physically intimidated as the men were during this difficult period.

SOURCES: Contributions of Black Women to America, Vol. I, Marianne Davis, Kenday Press, 1982 pp. 154 & 155; Maryland Public Broadcasting

profile

Myra E. Barrer

1927 - 1978

Outstanding Contributions:

Myra Barrer's contributions to the promotion of equal rights and equal opportunities for women virtually speak for themselves. However, a brief sketch of her achievements reveals not only the growth of the women's movement but also provides a chronicle of early successes of the equal rights struggle. Myra Barrer's career as an early childhood specialist parallels her involvement as a Trustee of the Montgomery County Board of Education. Very early in the women's movement, Myra became a role model for her peers and for future generations of women. In 1970, she founded the first national independent newsletter on women's issues: "Women Today." The newsletter is dedicated to promoting sex equity in education, employment, health, labor, government, media, and international affairs. At its inception, the newsletter set a standard for objectivity and established a model for networking among women. Myra was the creator and publisher of the Directory of Women's Organizations and Leaders, a compendium of women's organizations and prominent women in the women's movement. The Directory was awarded the American Library Association's "outstanding reference book of the year" award. Myra also started and was editor of another unique and valuable reference source book, the Journal of Reprints of Documents Affecting Women, which contains official copies of court decisions, public laws, presidential orders and proclamations, and other relevant and precedent-setting documents that influence women's lives. Her contributions to women through her role as a journalist is acknowledged through the Myra E. Barrer Journalism Award, given to an American University graduating student whose work reflects Myra's devotion to the promotion of equal rights and equal opportunities for women. In addition, the main library of American University established the Myra E. Barrer Special Library Collection on Women. It is one of the largest dedicated libraries on women in the United States.

Myra Barrer's energies extended beyond the media into grassroots organizations and the "establishment." She helped found the Women's Political Caucus of Montgomery County, MD, and was an active member of Women in Communication, and was chairperson of its National Legislative Committee. She was also chair of the Advisory Committee of the Women's Banking Headquarters of the State National Bank of Maryland, and she was a member of the Montgomery County Ad Hoc Commission on the Status of Women. Her priorities, her values, her daily life -- all attest to her extraordinary generosity and willingness to improve the lives of women of all incomes, interests, and ages. Myra gave her peers tools by which they could educate themselves as well as memories of accomplishments undertaken together. Her legacies, therefore, are noted in the present, not the past, for they continue to enhance women's lives.

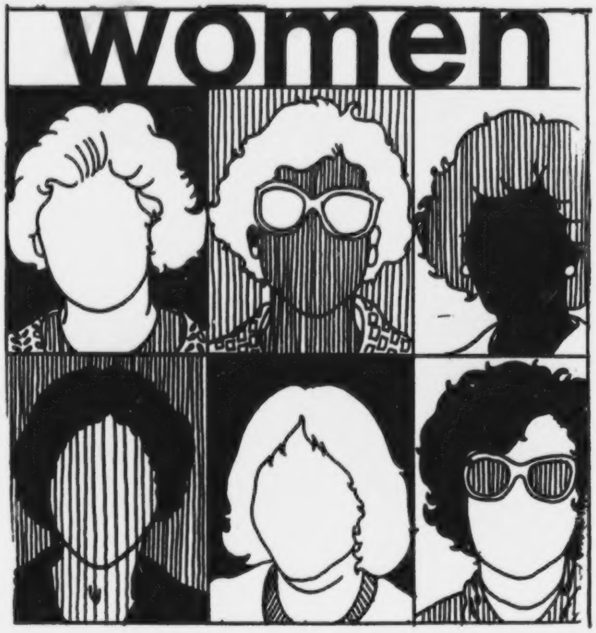
MARYLAND WOMEN'S ORGANIZATIONS

AND SOCIAL REFORM

In order to bring about social change women have traditionally formed or joined special interest organizations.

This unit contains:

- Background information about women's rights organizations in Maryland.
- Brief histories of representative women's rights organizations (Maryland Commission for Women; Women's Action Coalition of Prince George's County).
- Student activities related to women's rights organizations.



WOMEN'S ORGANIZATIONS FOR SOCIAL CHANGE

---- MAKING A DIFFERENCE ----

Many women's organizations have been created nationwide and in Maryland which have served as vehicles for social reform. Political, educational, religious, community service, consumer, and special interest groups have been effective in uniting individuals with common goals. The groups and coalitions listed and highlighted in the following pages have worked to affect changes in areas impacting particularly on women and to assure equal rights for girls and women in Maryland. They continue to "make a difference" in striving for a more equitable society.

Two representative organizations are highlighted in this packet, and other statewide organizations are listed as resources. National organizations are listed in the Resource Directory section. Educators and community groups are encouraged to identify and find out more about the countless numbers of social reform organizations in local counties, cities, towns, and communities in Maryland.

MARYLAND COMMISSION FOR WOMEN

LEAGUE OF WOMEN VOTERS

HOW

Handicapped Organized Women, Inc.

MAKING A DIFFERENCE:

MARYLAND WOMEN'S ORGANIZATIONS

The list below is a sampling of statewide women's organization in Maryland. Refer to the Resource Directory for addresses and phone numbers.

TO DO:

1. Find out more about the goals and history of some of the organizations listed below.

2. Prepare a Resource Directory of Women's Organizations in your community.

- African-American Women's Political Caucus
- American Association of University Women
- B'nai B'rith Women - Mid-Atlantic Region
- Church Women United in Maryland
- League of Women Voters of Maryland
- Older Women's League
- Maryland Association of Elected Women
- Maryland Business and Professional Women
- Maryland Commission for Women
- Maryland State Teacher's Association - Women Caucus
- Maryland Women's Political Caucus
- Mid-Atlantic Center for Sex Equity
- National Association of Negro Business and Professional Women - Maryland Chapter
- New Directions for Women
- Nine to Five (Working Women)
- National Organization for Women - Maryland
- WISH - Women in Self Help
- Women's Law Center
- Women's Legislative Caucus - Maryland General Assembly

STUDENT ACTIVITY
Middle/Secondary

MAKING A DIFFERENCE:
WOMEN'S RIGHTS ORGANIZATIONS
DIRECTORY OF ORGANIZATIONS

TO DO:

Using the format below develop a directory of local organizations that work for women's rights.

Name of Organization ____________________

Address ____________________

Phone # ____________________

Contact Person ____________________

Purpose of Organization: ____________________

____

____

____

Major Activities: ____________________

____

____

____

History of Organization: ____________________

____

____

____

What does your organization see as the major issue(s) facing women today and in the future? ____________________

____

MAKING A DIFFERENCE:

BACKGROUND

MARYLAND COMMISSION FOR WOMEN
1965 — 1985

A Brief History of 20 Years of Advocacy

The history of the Maryland Commission for Women parallels many of the Social reforms related to progress and equity for Women in Maryland in recent decades.

The first Commission on the Status of Women was established by an Executive Order of Governor J. Millard Tawes in 1965. The Governor's Commission, chaired by Jeanete Wolman, concluded its work in January 1967.

In 1968, Governor Spiro T. Agnew appointed a second Commission on the Status of Women. This commission became a statutory agency by the act of the General Assembly on July 1, 1971.

Five years later, on July 1, 1976, after a decade of examaning the status of women in Maryland , the name of the commission was changed to the Maryland Commission for Women.

The Commission is composed of 24 members who are appointed by the Governor and serve as volunteers. Commissioners include women and men of various experience and background. The Commission staff consists of an Executive Director, Assistant Director, Administrative Specialist and two secretaries.

The Maryland Commission for Women has the responsibility for identifying problems, defining issues, and recommending policies and procedures that would change those practices which prevent the full participation of women in today's society. The Commission sets goals, objectives and priorities and then implements activities through a system of standing committees, task forces, and MCW-convened coalitions.

The main focus of the Commission's efforts is advocacy in its broadest sense. Its publicatiojns, conferences, speaking engagements, and information and referral educate women and empower them to advocate for themselves. Its networking with other women's and community groups in the state encourages and achieves collaboration and cooperation and a stronger more united voice in speaking out on issues on mutual concern. Its work on legislative issues on the state and federal levels provides advocacy on Commission supported or opposed legislation, in addition to education on issues in general that affect women. By providing information to women, making recommendations of women for appointment to state boards and commissions, working to begin women's services programs and independent women's networks and coalitions, and initiating special projects such as Maryland Women's History Week, the Commission's advocacy reaches out to many women in the state enabling them to improve the quality of their lives.

(Continued on next page)

MAKING A DIFFERENCE:

MARYLAND COMMISSION FOR WOMEN

(Continued)

Some of the more recent accomplishments of the Commission include:

-Pay Equity: Monitored the work of the consultant conducting the comparable worth study of Maryland State Employees. Published Pay Equity: Myths Realities.

-Female Offenders: Developed a survey questionaire which was distributed to the inmates at the Maryland Correctional Institution for Women to gather demographic data as well as data concerning the needs of the inmates.

-Insurance Coalition: Assisted in the creation of this coalition which was formed to address key issues relating to women and insurance.

-Family Oriented Personnel Problems: Developed a questionaire which was distributed to 55,000 State employeesto determine how State personnel policies impact on employees and their families.

-Disabled Women and Girls: Sponsored "Tomorrow's Woman: A Conference for Disabled Young Women and Their Families."

-Women's History Week and the Maryland Women's Hall of Fame: Co-sponsored Women's History Week with the Maryland State Department of Education. Established and co-sponsored with the Women Legislators of the Maryland General Assembly the Maryland Women's Hall of Fame. The first 10 honorees are Margaret Brent, Rachel Carson, Rita Davidson, Gladys Spellman, Harriet Tubman, Lillie Carroll Jackson, Elizabeth Ann Seton, Henrietta Szold, Jeanette Rosner Wolman, and Margret H. Zassenhaus.

-Legislation: Supported legislation passed in Maryland in 1985 which provided for earnings witholding for the payment of delinquient child support orders. Supported a legislative package, which passed in 1986, that would allow a divorced or widowed spouse or employee who involuntarily terminated to continue group health insurance coverage.

STUDENT ACTIVITY
Middle/Secondary

MAKING A DIFFERENCE: NETWORKING

In order to share ideas and resources and to have more impact on fostering change, women's organizations have often joined together to form networks or coalitions. A description of a representative coalition, the Women's Action Coalition of Prince George's County, is provided below.

TO DO:

Find out about the history of a women's rights organization in your community.

WOMEN'S ACTION COALITION
# of Prince George's County

10th Anniversary

Highlights of History (1976-1986)

International Women's Year (1975) was observed by Prince George's County, which established a task force to encourage the advancement of women. In 1976, the task force convened an organizational meeting of representatives of 11 women's groups, who founded the Women's Action Coalition of Prince George's County, Maryland (WAC). With the installation of its first officers in June, 1976, the Women's Action Coalition embarked on its mission to advance the status of women.

1976: Submitted proposal for County-funded Spousal Abuse Shelter to County Executive (rejected)

1977: Lobbied County Executive and Council to include spousal abuse shelter funds in General Revenue Sharing Budget for FY'78 (rejected). Began publication of WAC Newsletter.

1978: Joined other groups to establish the Prince George's *Four C's*, a steering committee for *Community Coordinated Child Care*. Continued work for spousal abuse shelter. Initiated WAC *Title IX Project* to review P.G. School System's claim that sex discrimination was non-existent in Prince George's schools.

1979: Obtained and reviewed School System's Title IX data and submitted report to Superintendent of Schools, who subsequently notified WAC that a new Title IX Administrator was appointed and invited WAC representatives to serve on a reorganized Title IX Committee.

1980: Cosponsored first annual Women's Fair at Largo H.S. (Prince George's Community College has hosted the last six Women's Fairs). Joined with leaders in Black women's groups to plan ways to involve more minority women in coalition building.

1981: Cosponsored first annual *Legislative Briefing*, which, since 1983, has been a bi-county event with Montgomery County women's groups, covering state and federal legislation. WAC representatives to School System's Title IX Committee helped devise in-service training programs for human relations specialists in junior high school math, science, and vocational education programs.

1982: Successfully lobbied State Legislature to pass bill enabling Prince George's County to levy a surcharge on marriage licenses, with funds raised dedicated to County spouse abuse programs. Participated in creation of non-profit corporation to sponsor a Family Crisis Center in Prince George's County.

1983: As a result of Women's Fair keynote speaker's topic, "Women of Color: Building Bridges," WAC cosponsored the Building Bridges Project with Prince George's Women's Commission and Community College. Continued to serve on Family Crisis Center Board.

1984: Through Building Bridges Project, worked to improve interaction among women of all racial and ethnic backgrounds. Membership grew to 30 women's organizations, including seven minority groups. Lobbied State Legislature for passage of bills that would reduce discrimination in pensions and insurance (Pension bill passed).

1985: Successfully lobbied State Legislature for passage of child support enforcement legislation. Continued Building Bridges Project, Title IX Project.

1986: Received National Council of Christians and Jews and Alpha Kappa Alpha Sorority Human Relations Awards for Building Bridges Project. Successfully lobbied for funding of School System's Title IX Advisory Committee, and for passage by State Legislature of Spouse Abuse Warrantless Arrest Bill.

Women's Action Coalition Presidents

Julia Golden (1976-78), Dolly Packard (1978-79), Linda Fihelly (1979-82), Latrelle Jones (1982-85), Rita Bastek (1985-present)

WAC Member Organizations

Alpha Kappa Alpha Sorority, Prince George's County Graduate Chapter
*American Association of University Women, College Park Branch
American Association of University Women, Bowie Area Branch
*American Association of University Women, Oxon Hill Branch
Bowie-Crofton Business and Professional Women's Club
Central Prince George's County Business and Professional Women's Club
College Park Business and Professional Women's Club
Southern Prince George's Business and Professional Women's Club
Crossroads/Displaced Homemaker Program, United Communities Against Poverty
*Delta Sigma Theta Sorority, Prince George's County Alumnae Chapter
*Prince George's County Extension Homemakers Council
Family Crisis Center, Inc. of Prince George's County
Federally Employed Women, Southern Maryland Chapter
John Hanson Women's Democratic Club
*Henson Valley Republican Women's Club
Las Amigas, Forestville Chapter
Las Amigas, Seat Pleasant Chapter
League of Women Voters of Prince George's County
National Council of Negro Women, Prince George's Section
National Hook-up of Black Women, Prince George's County Chapter
*National Organization for Women, Northern Prince George's County Chapter
*National Organization for Women, Southern Prince George's County Chapter
New Ventures, Inc.
Planned Parenthood of Prince George's County
Women's Center, Prince George's Community College
*Women's Center and Referral Service
Prince George's Women's Political Caucus
Zeta Phi Beta Sorority, Prince George's County (Delta Zeta Zeta) Chapter

*Founding organization

STUDENT ACTIVITY
Elementary/Middle

MAKING A DIFFERENCE: ORGANIZATIONS

TO DO:

1. Read the poem below written by a member of the Women's Action Coalition (W.A.C.) of Prince George's County.
2. Discuss the author's feelings about the value of the organization.
3. Write a poem, design a poster, or create a public information message about an organization that has a positive impact on your school or community.

WOMEN'S ACTION COALITION

A few joined hands ten years ago.
We all had one big aim.
We knew our hands would grow and grow;
And now we've grown to fame.

A group of women of every fate.
A group of every hue.
We're eighteen groups across the place;
Building bridges for me and you.

With all the work we must face.
We're not afraid to act.
Our group extends to every race.
That's why they call us W.A.C.

To build a bridge, takes many a hand.
Our efforts must not fall.
So join ith W.A.C. across this land.
To make our bridge stand tall.

The bridge W.A.C. builds is like none other.
The hard work never ends.
For each woman is our sister;
And each man is our friend.

By Lona Florence

women's action coalition
of
prince george's county

WOMEN'S ORGANIZATIONS

MAKING A DIFFERENCE: WOMEN'S RIGHTS

STUDENT ACTIVITY
Upper Elementary/Secondary

Below is a slogan and a logo (symbol) used by the Women's Political Caucus, an organization that was formed to increase the participation of women in all aspects of political life.

WOMEN WORKING TOGETHER
WINNING TOGETHER

MARYLAND WOMEN'S POLITICAL CAUCUS

Meaning of the NWPC MWPC logo: The Greek symbol for woman is used to form five circles, denoting the five races: black, brown, yellow, red and white. Intertwining of the circles means unity: Working together we can achieve anything.

TO DO AND DISCUSS:

1. If you were going to form an organization related to working for women's rights, what would that organization be like?

2. Decide on a purpose for your organization. Then select a name, develop a slogan or motto, and design a logo for your group. Use the space below to make a flyer describing your organization. Include your logo, slogan, and statement of purpose.

JOIN US - WE NEED YOU

MAKING A DIFFERENCE:
WOMEN'S RIGHTS ORGANIZATIONS

EXPLORING ISSUES
PRESENTING VIEWPOINTS AND SEEKING SOLUTIONS

1. Imagine that you have been appointed as a new member of your local Commission for Women. Your responsibility is to present ideas to help solve problems related to women's issues.

2. Develop at least 3 ideas to work toward solving one of the problems below. Present your ideas to your class at a mock Commission for Women meeting.

PROBLEMS

- There are several new female immigrants to your community from Vietnam. They do not speak English and are unemployed. They need jobs to help support their families.

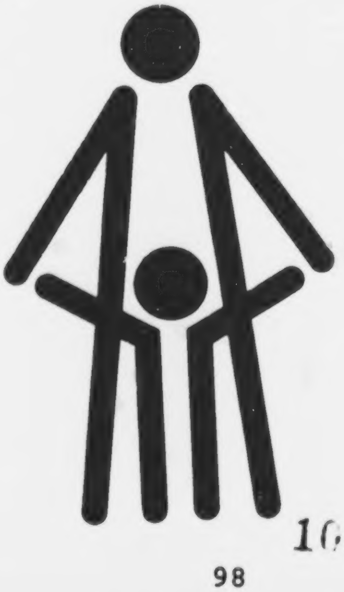
- Your county's correctional institution for women offers job training only in food service, typing and bookkeeping. There is no money available to develop other programs. The men's institution offers programs in carpentry, auto mechanics, lab technology, and computer programming.

- A parent has called with a concern about her physically disabled daughter who wants to join the school's computer club. The club meets on the second floor of the school, and her daughter can't get her wheelchair upstairs.

- A girls' baseball league has been formed in your city or county. The head of the recreation department explains that all of the available sports money has already been spent on the boys' baseball program, and there is no money left to purchase equipment or uniforms for the girls' teams.

- There are several retired women who have been seeking part-time work to support themselves. They are widowed or divorced and have only a small pension to support themselves.

- A new factory just opened in your neighborhood creating many new jobs. Several of these jobs have been taken by women with small children. The women are concerned because there is no day care center in the neighborhood.



STUDENT ACTIVITIES

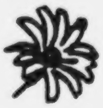
WOMEN AND SOCIAL REFORM

MAKING A DIFFERENCE

These sections contain activities for students K-12 related to the women included in PROFILES and PERSONAL REFLECTIONS and to social reform issues.

MAKING A DIFFERENCE:

MARYLAND WOMEN AND SOCIAL REFORM -- QUIZ



TO DO:

1. Match the names of the Maryland women social reformers (profiled in the 1987 Women's History Packet) with their accomplishments.

"WOMEN IN THE PAST - PAVING THE WAY"

__ 1. Clara Barton	A. Published a national women's rights newsletter, "Women Today."
__ 2. Frances Watkins Harper	B. Warned society about the danger of pesticides.
__ 3. Jill Moss Greenberg	C. Founded the American Red Cross.
__ 4. Myra Barrer	D. Head of the largest branch of the N.A.A.C.P.
__ 5. Marian Wright Edelman	E. Worked to have lead removed from gasoline.
__ 6. Margaret Brent	F. Developed the "blue baby" heart operation.
__ 7. Rachel Carson	G. Helped slaves escape to freedom.
__ 8. Juanita Jackson Mitchell	H. Well-known writer, orator, and abolitionist.
__ 9. Lillie Carroll Jackson	I. Lawyer who helped desegregate public places in Maryland.
__10. Carmen Delgado Votaw	J. Heads the National Children's Defense Fund.
__11. Henrietta Szold	K. Leader of M.A.D.D. (Mothers Against Drunk Driving).
__12. Maisie Hodes Wood	L. Women's rights activist who initiated Maryland Women's History Week.
__13. Dr. Helen Brooke Taussig	M. Works for women's and Hispanic rights around the world.
__14. Dr. H. Margret Zassenhaus	N. Nominated for a Nobel Peace Prize.
__15. Mary Switzer	O. Works to assure equal rights and access for disabled individuals.
__16. Harriet Tubman	P. Started the first adult education programs for immigrants.
__17. Ellen Silbergeld	Q. Asked for the right to vote as a woman in 1648.
__18. Virginia Bright	R. First woman in the Maryland House of Delegates.
	S. First Maryland woman in the U.S. Senate.
	T. National leader in providing rehabilitation services for disabled persons.

ANSWERS: 1-C, 2-H, 3-L, 4-A, 5-J, 6-Q, 7-B, 8-I, 9-D, 10-M, 11-P, 12-O, 13-F, 14-N, 15-T, 16-G, 17-E, 18-K.

STUDENT ACTIVITY
Elementary/Middle

Jumble Puzzle

TO DO:

1. Choose from the list below to identify the historical Maryland woman who is described in each statement. Use the boxed (☐) letters to figure out the area of achievement in which these women are found.

   Maryland Women: Clara Barton, Rachel Carson, Frances Harper, Lillie Jackson, Henrietta Szold and Harriet Tubman

2. Make up your own JUMBLE puzzle about Maryland women.

AREA OF ACHIEVEMENT

_ _ _ _ _ _

1. Founder of adult education classes for immigrants   _ _ _ ☐ _ _ _ _ _   _ _ _ _ _
2. President of the largest chapter of the National Association for the Advancement of Colored People (N.A.A.C.P.)   _ _ _ _ _ ☐   _ _ _ _ _ _ _
3. Noted anti-slavery writer and public speaker   ☐ _ _ _ _ _ _   _ _ _ _ _ _
4. Founder of the American Red Cross   _ _ _ _ _   _ _ _ _ ☐ _
5. Activist in seeking to preserve and protect the environment   ☐ _ _ _ _ _   _ _ _ _ _ _
6. Leader of the "Underground Railroad" for slaves seeking freedom   _ _ _ _ _ _ _   _ _ _ ☐ _ _

ANSWERS: Area of Achievement--REFORM; 1--Henrietta Szold; 2--Lillie Jackson; 3--Frances Harper; 4--Clara Barton; 5--Rachel Carson; 6--Harriet Tubman

SUGGESTED ACTIVITIES

(Ideas to use with PERSONAL REFLECTION and PROFILE pages)

Using information about the Maryland women profiled or interviewed in the packet, or about other Maryland women you have researched, complete some of the following activities.

Role Playing: Write a conversation between two of the women who lived in a different time.

Draw a cartoon using two of the women and show what they are saying to each other.

Career Education: If you wanted to have a career similar to one of the women profiled or interviewed, what steps would you take to prepare for it?

Make a collage that relates to one or more notable Maryland women.

Which of the women profiled in the packet would you most want to be like when you grow up? Why?

Look up a speech made by one of the women or read something that she wrote. What do you think it means? Is it meaningful to you today?

Read about three of the women. What do they have in common? How are they different?

Pretend that you are seventy years old and have been active in government, or social reform. Write a biography of your accomplishments during your life.

Name a woman who is not in the Maryland Hall of Fame that you believe should be there. Defend your nomination.

Create a poster (or have a poster competition) about the life of one woman or the lives of several of the women that you have just learned about.

Write and present a skit about a day or an event in the life of one of the women.

Choose one of the books from the bibliography in this packet, read it, and write a book report or give a report on the book to the class.

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MAKING A DIFFERENCE: HUMAN RIGHTS

STUDENT ACTIVITY
Primary

TO DO:

1. Read the story aloud to the class.
2. Ask students to discuss the questions asked in the story, identifying what they think is meant by "bravery" and hero.
3. Have students dramatize or illustrate the story.

HARRIET TUBMAN

(c. 1820 - March 10, 1913)

by Molly MacGregor

What do you feel like when you are very afraid? Can you hear your heart beat faster? Do you feel shaky? Do you want to cry? This story is about a woman who had many good reasons to be afraid. She risked her own life many, many times to rescue other people. Her name was Harriet Tubman.

When she got to the "safe house," the woman quickly hid her in a secret place built under the floor. Moments later, they could hear the sound of dogs barking and men yelling! There was a thunderous knock at the door. Harriet stayed very still in her hiding place. The woman went upstairs to the door. She pretended that she had been asleep. She convinced the men that she had not seen anyone who might be a runaway slave. They believed her and went somewhere else to look for Harriet. Imagine how scary that must have been!

The next morning, Harriet left the safe house and continued on her journey toward freedom. She discovered that there were a number of other "safe houses" along the way. The people who lived in these houses were also putting themselves in danger. They believed slavery was very wrong. They would help Harriet by giving her food and clothing. Often they would help her disguise herself as a man or as a very old woman.

She traveled for many days and nights. Often, she would have to walk most of the night and then hide behind trees or in ditches when it was daylight. Sometimes, someone would hide her in a wagon and cover her with blankets or hay, so that she would not be discovered.

One night a slave was trying to escape. Harriet saw the owner chasing him. She stood right in the way of the owner. He grabbed something heavy and threw it very hard. It hit Harriet on her forehead. She was unconscious for days. She had a high fever. She almost died. Because of that injury, Harriet began to suffer from something called sleeping spells. She never knew when she might just fall asleep, no matter where she was or what she was doing. This happened to her all the rest of her life.

Harriet's dream of escaping slavery was not changed by this disability. She continued to listen to stories of runaway slaves and hoped that they were true. She waited for the day when her escape would be possible. Finally, she couldn't wait any longer. Her slave owner died and it was certain that she would be sold away from her family.

She learned that some white people were helping runaway slaves escape. A woman who lived close by had a "safe house". If Harriet could just get to this house, she could hide until it was safe to travel. Harriet knew what she must do. She sneaked out as soon as it was dark. It was the beginning of a dangerous journey, but it would be her journey to freedom.

Finally, she reached a place where she was safe. Slavery was against the law there. She was free! She was no longer a slave! The slave owners could not hurt Harriet Tubman anymore.

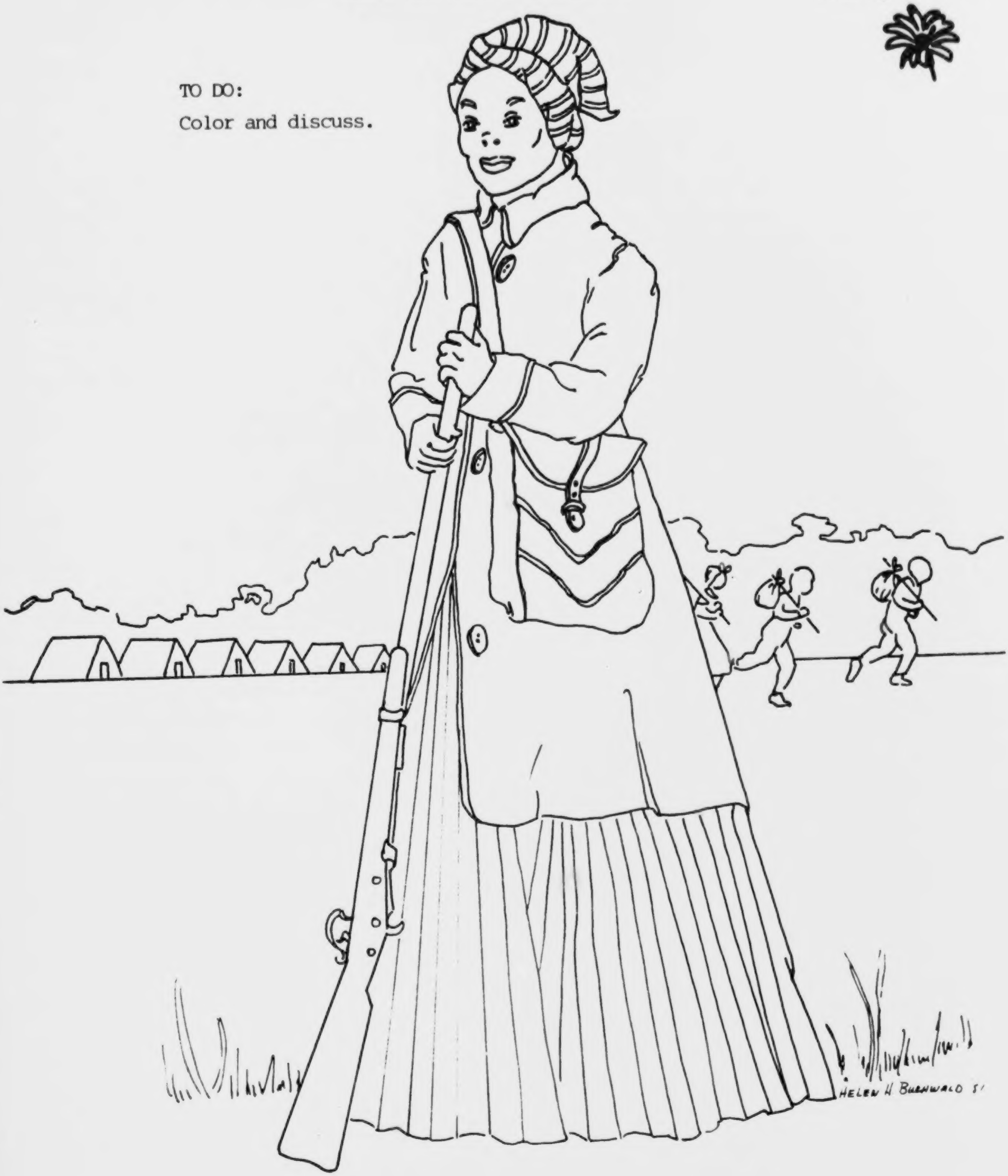
Immediately, she thought about her family. Her mother and father and sisters and brothers were still trapped in slavery. She knew she needed to go back. She would show them that it was possible to escape. She wanted to help them be free, too.

Harriet made extremely dangerous trips to help her family and other slaves escape. She was very clever. She would cross each river many times so the dogs could not follow her trail. She led many people to freedom. The slave holders were so angry that they promised to pay thousands of dollars just to have her captured.

Harriet was brave and determined. Even though she knew she might have a sleeping spell at any time, she continued going back to lead more slaves to their freedom. She returned many, many times, rescuing hundreds of people from slavery. Not one person who escaped with her was ever harmed. She became known as a brave and wonderful woman. Many people considered Harriet Tubman a great hero. What do you think?

SOURCE: Myself and Women Heroes in My World,
National Women's History Project, 1985,
P.O. Box 3716, Santa Rosa, Cal. 95402

TO DO:
Color and discuss.



Harriet Tubman (1826-1913)

She risked her own life to help other slaves to escape from the south on the Underground Railroad, becoming known as the "Moses of her people."

SOURCE: GREAT AMERICAN WOMEN COLORING BOOK, NATIONAL WOMEN'S HALL OF FAME

STUDENT ACTIVITY
Elementary

MAKING A DIFFERENCE
HUMAN RIGHTS

TO DO:

1. Read the poem about Harriet Tubman. What is meant by the lines "Didn't come into this world to be no Slave...and didn't stay one either."
2. Write a paragraph summarizing the information in the poem, or illustrate part of the poem.
3. Create your own story poem telling about the life of a notable Maryland woman.

HARRIET TUBMAN

from HONEY, I LOVE by Eloise Greenfield. © 1978 by Eloise Greenfield. Thomas Y. Crowell.

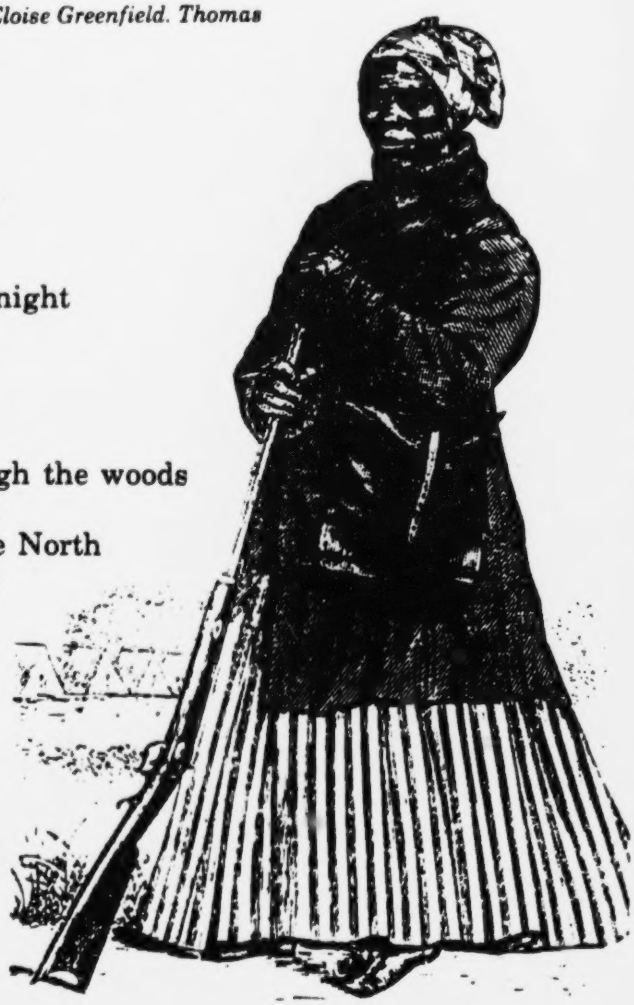
Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And wasn't going to stay one either

"Farewell!" she sang to her friends one night
She was mighty sad to leave 'em
But she ran away that dark, hot night
Ran looking for her freedom

She ran to the woods and she ran through the woods
With the slave catchers right behind her
And she kept on going till she got to the North
Where those mean men couldn't find her

Nineteen times she went back South
To get three hundred others
She ran for her freedom nineteen times
To save Black sisters and brothers
Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And didn't stay one either

And didn't stay one either



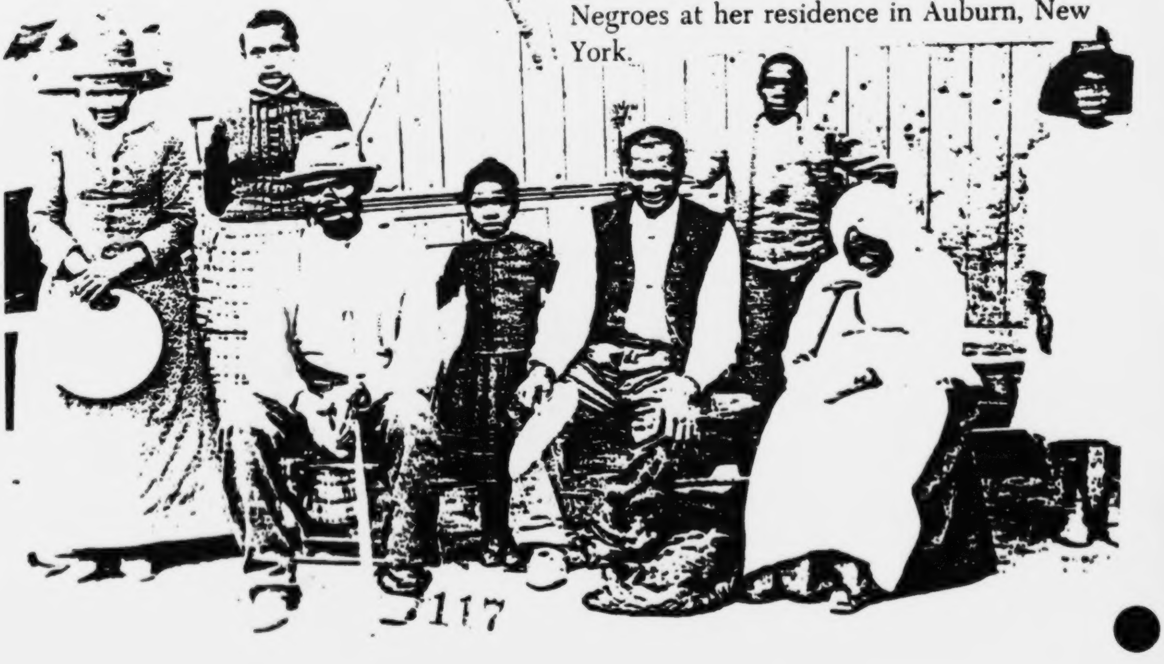
MAKING A DIFFERENCE: HUMAN RIGHTS

TO DO:

1. Read the description below about Harriet Tubman.
2. Select five facts about Harriet Tubman and share them with other students by creating a poster, poem, newspaper article, or public address announcement.
3. Discuss how Harriet Tubman dealt with her physical disability. Identify other notable persons with physical disabilities. Find out how these individuals met the challenges of being disabled.

Harriet Tubman (c. 1820–1913), herself a fugitive slave who had successfully made her break for freedom in 1849, dedicated her life to leading others to freedom. Over and over again she made trips into Maryland, nineteen altogether, following a route that she herself mapped out, and brought an estimated 60 to 300 slaves to freedom, including her own elderly father and mother. On one occasion she took an entire party all the way to Canada where she had established a home.

Harriet Tubman had extraordinary bravery. A broken skull, which she had suffered when hit by a white overseer, caused Mrs. Tubman to black out at times, but she did not allow this disability to become a handicap. She simply learned how to cope with it. She paid no attention to the fact that a reward of almost $40,000 was offered for her capture, and continued her rescue work unconcernedly. At the end of the Civil War Mrs. Tubman, still indefatigable, opened a Home for Indigent Aged Negroes at her residence in Auburn, New York.



Harriet Tubman **(far left)** ***with some of the slaves she helped free.***

Source: A Pictorial History of Women in America, Ruth Warren, ed., Crown Publishers, Inc. N.Y., 1978

STUDENT ACTIVITY

Primary/Elementary

Read the PROFILE in the packet about Carmen Delgado Votaw* complete the activities below.

LESSON PLAN

CARMEN DELGADO VOTAW

Carmen Delgado Votaw (September 29, 1935 -), born in Puerto Rico. She represents women at international conferences with a global perspective and is active in organizations for Puerto Rican women.

LISTENING QUESTIONS

1. Why does Carmen think of Puerto Rico as a magical country?
2. How many countries has Carmen travelled to?
3. How does Carmen help people?

SUGGESTED ACTIVITIES

Discussion

1. Why is it important for us to read and study about people who live in other countries? What do we have in common with people in other countries? In what ways are we different from people in other countries?

Activities

1. Have the students imagine that they have travelled to a different country and are representing the United States, like Carmen often does. Everyone at the meeting wants to know what life is like in the U.S. What would they say about life here? Have the students take turns being the U.S. representative and the others at the meeting, asking and answering questions.

2. Carmen says that sometimes she succeeds and sometimes she fails, but that she always keeps going. Have your students each write a few sentences telling what kind of advice they would give to someone who had just failed at something they had tried to do. Next, have them write advice to someone who had just succeeded. Which letter was easiest for them to write? Why?

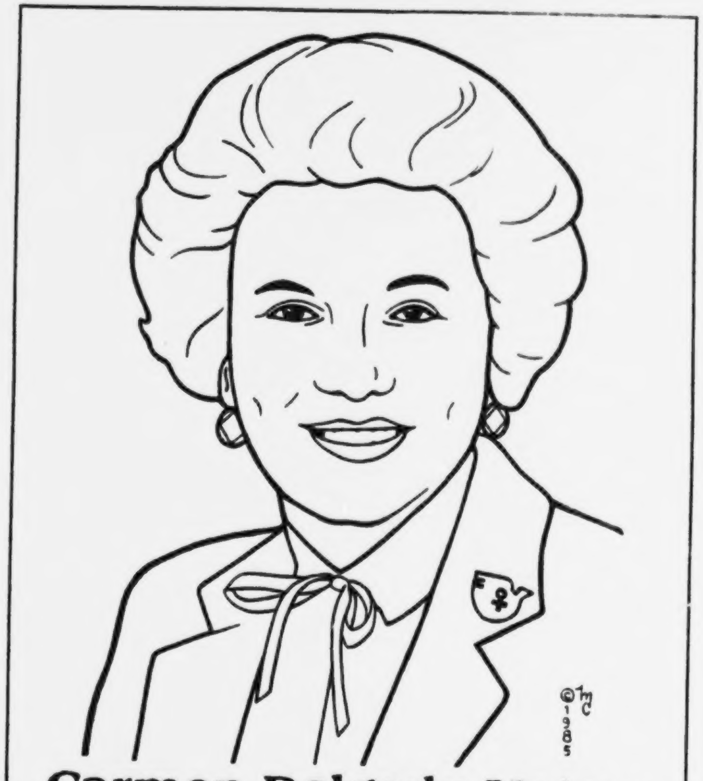
ADDITIONAL INFORMATION

Carmen Delgado Votaw has served on numerous committees, for example:

1. National President of the National Conference of Puerto Rican Women, 1976-78.
2. President of the Washington, D.C. Chapter of Puerto Rican Women in 1975.
3. Forum of Hispanic National Organizations.
4. National Association of Hispanic Elected Officials.
5. Congressional Hispanic Caucus
6. National Council of La Raza.
7. National Mexican-American Legal Defense and Education Fund.
8. Mexican American Women's National Association.
9. 1980 Mid Decade Conference on Women, Copenhagen, Denmark.
10. 1975 U.N. First World Conference on Women, Mexico City.
11. 1977 U.N. Economic Commission for Latin America conference on the Integration of Women in Development, Cuba.
12. Head of the U.S. delegations to 1978 and 1980 Inter American Commission Assemblies held in Washington and the Dominican Republic.
13. 15th President and first woman of Hispanic origin to serve as President of the Inter American Commission of Women of the Organization of American States, elected unanimously by the countries of the Hemisphere 1978-80.
14. U.S. representative to the Commission. She published in English and Spanish WOMEN'S RIGHTS IN THE UNITED STATES prepared in collaboration with the Justice Department Task Force on Sex Equity and the Civil Rights Commission.

COLORING SHEET

Name ____________________



Carmen Delgado Votaw

1935 -

— a representative for women at international conferences all over the world —

SOURCE: Women As Members of Communities, National Women's History Project, 1985.

MAKING A DIFFERENCE:
WOMEN'S RIGHTS

TO DO:

1. Read the article below.
2. Identify and interview a woman in your community who works for women's rights.

Prince George's Journal,
Fall, 1976

Organizing The System

By JOE MAGRUDER
Journal Staff Writer

The census questionnaire had blanks for "head of household" and "wife of head." so Jill and Jim Greenberg didn't fill it out. Not long afterward, a woman called at their comfortable Hyattsville home.

While Jim tended infant son Josh, Jill pointed out that the form assumed husbands head households.

"Don't take that away from him, dear!" exclaimed the visitor. "He needs it!"

JILL, a member of the Maryland Commission on the Status of Women and myriad other women's organizations, solved the problem in a fashion friends say is characteristic: without ruffling feathers, but without compromising her principles. Josh, not yet a year old, was named head of household; Jill and Jim became "others."

One of Greenberg's main interests is sex role stereotyping in schools. She spends much of her time pointing out that stereotyping — of women, the elderly, the handicapped and minorities — hurts everyone, not just the victims. People she deals with — teachers, legislators, state and county officials — often have had little exposure to her point of view.

Far from being frustrated, however, Greenberg, 32, finds that "unless people are way out, they usually end up understanding and supporting" what she has to say.

People who have seen her in action understand her optimism. She was so successful finding internships for students during a two-month stint with the University of Maryland Center on Aging last summer that her former bosses remember her with something akin to awe.

HER ENTHUSIASM was such that "whoever she is with takes on that feeling with her," says Jody Olsen, director of the center.

Greenberg directs attention away from herself when discussing her work. Claire Bigelow, who chairs the Prince George's County Women's Political Caucus, says. "Jill feels very strongly that there are no stars and no leaders."

The fact is that Greenberg is "an initiator" who usually works harder and accomplishes more on given project than her companion workers, says Bigelow.

Greenberg has a knack for making points without "turning people off," according to those who know her.

"**SHE DOESN'T** come on too strong," says Dolly Packard, president of the Southern Prince George's County branch of the National Organization for Women (NOW). But, Packard adds, she "doesn't flower (the truth) up any," either.

Greenberg has been conducting teacher workshops on sex role stereotyping in Prince George's County for five years. She sees textbooks as a large part of the problem. "Most texts still show few men in nurturing roles" and few women in independent roles, she observes.

Besides texts, there is what she calls the "hidden curriculum:" asking only male students to operate movie projectors, or otherwise allowing them to assume more responsibility than female students.

Most workshops have been one-shot, one-school affairs requested by individual teachers or administrators, but two recent ones were for representatives of each of the 235 schools in the county.

In workshops, teachers and administrators are taught to combat sex role stereotyping by replacing or supplementing materials and by identifying and changing the "hidden curriculum."

Journal Staff Photo by Lon Siepicka

JILL GREENBERG is known for her work on a myriad of women's organizations. She is an initiator.

Schools train boys to be aggressive, insensitive. We prime them for a Watergate kind of competitiveness.

SHE BELIEVES sex role stereotyping is as harmful to boys as to girls. Schools train boys to be "aggressive, tough, insensitive," she says. "We prime them for a Watergate kind of competitiveness," and teach them to bottle up their emotions, she said.

She sees wife beating, rape and other forms of violence as a direct consequence of this conditioning.

In addition to membership on the state women's commission and her involvement with the Prince George's County Commission For Women, the Prince George's County International Women's Year Task Force and the Women's Political Caucus, Greenberg finds time for more than women's issues.

In 1962, as an undergraduate at William Smith College in upstate New York, Greenberg set up a nursery school for physically handicapped children. The school, staffed by volunteers, is still running.

She later received a master's degree in learning disabilities in a program she designed herself.

HER EXPERIENCE with handicapped and retarded children shows. She is patient, and smiles often and broadly.

Greenberg is also concerned with the problems of the elderly. In her present job, she helps members of a senior citizens' organization in Baltimore obtain medical care, housing and other services.

For the past half dozen years, she has worked at paid jobs only part-time, leaving her free to use the bulk of her prodigious energies working for women's rights.

Despite huge demands on her time outside her home, she manages to find time for her part of the housework and for son Josh.

GREENBERG does not look down on housework or child care. In fact, in school workshops she urges educators to make children aware of the contributions of homemakers through such means as class trips to watch one in action.

She also urges women who are leaving home for jobs to include homemaking and child care skills on resumes. Many such skills are marketable, but seldom recognized or listed, Greenberg says, including experience in mediating disputes, managing budgets and assessing cost efficiency.

MAKING A DIFFERENCE: DISABILITY RIGHTS

TO DO:

1. Read the article about Maisie Hodes Wood's campaign to make a courthouse accessible to persons in wheelchairs.
2. Discuss why she decided to work for change, and list the steps she took to bring about change.
3. Survey your school building and other areas in your community (include public buildings, parks, theaters, stores, etc.) to determine if they are "accessible" or if they create barriers to persons with physical disabilities.
4. Decide how your school could become more barrier-free and work to bring about needed changes. Design and implement a plan in your community for raising awareness about physical barriers impacting on disabled individuals.

One juror effects change from within (Courthouse)

Balto (Arundel) Sun 3/9/81

By Ann LoLordo

Perched atop her motorized scooter, dressed in a three-piece suit and stockinged feet, Maisie H. Wood, a 34-year-old paraplegic, buzzed through the hallway of the county Courthouse last September 3. It was her first day as an Anne Arundel county grand juror, and the pert Annapolis resident was as excited as a "kid in a candy shop."

But as she rounded a corner of the Courthouse, she saw the steps—six small steps ascending to a landing adjacent to the grand jury room.

"I took a look at that flight of steps and I said, 'Ooohhh, I can't believe this,' " Ms. Wood recalled. "My stomach flipped a little bit. It was like, 'Here we go again.' "

When she was first called to serve on the grand jury, she didn't tell anyone of her disability for fear she would be disqualified. Now she was going to have to rely on fellow grand jurors to hoist her three-wheeled scooter and herself up the stairs if she was ever to make it into the grand jury room.

"I couldn't go to the bathroom when I wanted to because there was a step," she said, referring to the small step at the entrance of the room. "I stopped drinking tea in the morning because I couldn't leave [the room to go to the bathroom] without disrupting the proceedings."

It was a "hardship" she put up with until one day the two men lifting her up the steps "damn near dumped me. . . . That's when I said, 'That's it.' That's when I demanded reasonable accommodations."

Ms. Wood's struggle to move through the building as any other grand juror resulted in a 4-page section of the panel's 34-page report issued last Wednesday at the end of its 6-month term.

The grand jury concluded that "the barrier-free design compliance of the

See JUROR, Page 8, Col. 4

Grand juror Maisie H. Wood spurred improvements at Courthouse.

Grand juror on a scooter helps break down Courthouse barriers

JUROR, from Page 1

Courthouse is inadequate." It said that "some modifications for handicapped access have appeared at the Courthouse, but almost none are in compliance with state and federal laws."

The report also noted that the "swing" of exterior doors on the building's South street side did not "comply with fire or handicapped codes, thus making the Courthouse a fire trap." After a meeting with county officials last month, the doors were adjusted and similar revisions made to the bathrooms to correct problems there.

"I didn't come in here to push barrier-free design," Ms. Wood said. "I didn't come in here as a super-wheelie pushing barrier-free design."

But the Courthouse's inadequacies needed to be corrected and Maisie Wood is not the type of person to look the other way. She isn't about to give a quarter of an inch when it comes to making public places accessible to the disabled.

Afflicted seven years ago with a disease that deteriorates the ligaments, Ms. Wood said she couldn't remember when handicapped people "tasted life as a first-class citizen."

"I remember when I used to walk into a store, people couldn't wait to take my money," she said. "Now I have to beg to be recognized. My life became so horribly limited by architectural barriers. I have the perspective of an able-bodied person. I think that's where all the militant wheelies come from."

After she realized she would be confined to a wheelchair for the rest of her life, Ms. Wood called the Chesapeake Area Society for the Physically Handicapped and asked, "What do I do?"

The group's president, Howard Nickelson, suggested she read the laws on architectural barriers. After wading through the two 3-inch-thick volumes, she called Mr. Nickelson back and said, "Now what?"

"He said, 'Now, you're the expert,' " she said, her cat-green eyes shining. "I was had. In one month, I became the expert."

From there she kicked off a campaign to make polling places accessible to the handicapped. The following legislative session, the Maryland General Assembly passed legislation ensuring barrier-free design at the polls.

As president of the Maryland Alliance of Advocates with the Handicapped, Ms. Wood plugs on "nitpicking away at the political system." The strength of handicapped-rights groups has grown, she said, to the point where she predicts that 1982 "could be the first year you may see someone lose [an election] because they didn't have the handicapped vote."

There is a vibrancy and exuberance in Maisie Wood's motions as she scoots around the Courthouse halls. Her speech is peppered with witticisms and her hands poke and jab at the air when she talks. But there was a time when she lay flat on her back in a Baltimore hospital bed.

> *"There just comes a point when you have to take control of your life. It's a constant fight."*
>
> *Maisie H. Wood*

"I was a vegetable. . . . I couldn't move any part of me without it being dislocated," she said.

The doctors told her she had a degenerative disease. At the point of remission, the doctors said, "You cannot hope to regenerate what you have lost in the exacerbation."

"Well, I've regenerated," Ms. Wood said proudly, as she raised her arms and flexed them like Popeye. She credits the turnaround in her condition to megavitamin therapy, which requires her to take massive doses of vitamins daily.

Ms. Wood had read about the treatment in a magazine and "begged" her doctors to intravenously administer vitamin C, she said.

"They wouldn't talk to me," she said. "That was a Tuesday. I checked out on Friday."

Confined to a stretcher, Ms. Wood traveled to Great Neck, N.Y., to undergo the vitamin therapy. Within three months she was sitting up.

"I've regenerated," she repeated emphatically. "There just comes a point when you have to take control of your life.

"It's a constant fight," she added. "I don't know how long I'm going to live. As far as I'm concerned I'm going to live to be 95."

Until then, Maisie Wood will continue to break down architectural barriers.

After she asked for "reasonable accommodations," the grand jury held its sessions in more accessible courtrooms. But for at least a third of the six-month session, Ms. Wood had to be lifted up and down that flight of six steps.

About December, Ms. Wood said she noticed the international handicapped symbol on bathroom doors in the Courthouse. But as far as she was concerned, "it was the same darn bathroom. They thought by putting the symbol over the door I could use it," she said.

The grab bar in the bathroom stall was 4 inches from the wall. Legal standards required it to be 1½ inches from the wall. The bar should also have been level and parallel to the commode. When she first entered the bathroom, the bar was at a diagonal.

"You go to use it, you slide, your arm goes through [the space between the bar and the wall] and you break it," she said tersely.

But changes have been made since Ms. Wood was sworn in as a grand juror. As other members of the panel said their good-byes last Wednesday, Ms. Wood was preparing to inspect the bathrooms again. County officials wanted to be sure the changes were acceptable.

Ms. Wood wheeled her way into the first-floor ladies room and parked her scooter in front of the bathroom stall. As she tugged at the shower curtain in front of the stall, a young girl offered to help her. But Ms. Wood's answer was to the point: "No, because you wouldn't be here."

She maneuvered her scooter into the stall to determine its width, then grabbed hold of the access bar and hoisted her 105-pound body up.

"It's safer. It's much more efficient than what they had . . . but the diameter of the grab bar is not right. They're too small. I can tell by feeling them. I know what they feel like," she said.

She returned to her scooter, backed out of the stall and then checked the height of the sinks. Passable, she concluded.

Overall, "it's much better," she said. "It still has a kink or two."

Ms. Wood scooted around, pushed open the bathroom door and buzzed into the hallway. A State Police officer seated on a nearby bench who had seen her enter the bathroom and appeared to know why, cracked a wry smile and said, "Well?"

Ms. Wood's eyes widened and she answered kiddingly, "I can go. I can go."

MAKING A DIFFERENCE: GOVERNMENT

In November, 1986, Barbara Mikulski became the First Democratic woman in U.S. history to win a Senate seat without first being preceded by a husband. In the 100th Congress, she is one of only two women in the Senate (out of a total of 100 senators).

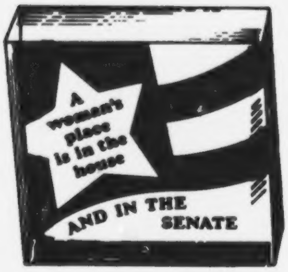
TO DO:

1. Barbara Mikulski has been described as an "old-fashioned ethnic neighborhood politician." What does this mean? How might her ethnic (Polish) roots have influenced her career as an activist and social reformer?
2. Find out more about women who have served in the U.S. Congress. What barriers did they face as women in being elected to public office?

Mikulski Returns to Her Roots For Rousing Victory Celebration

New Senator

By Tom Kenworthy
Washington Post Staff Writer


A woman's place is in the house
AND IN THE SENATE

BALTIMORE, Nov. 4—U.S. Rep. Barbara A. Mikulski tonight celebrated the power of neighborhood politics at a festive, ebullient victory party here, just a few blocks from where her political career began 15 years ago with a battle to defeat an expressway aimed at her part of East Baltimore.

With a decisive victory over Republican nominee Linda Chavez, Mikulski, the daughter of a Polish grocer and a 10-year veteran of the House of Representatives, demonstrated that there is nothing as powerful as a politician with strong local roots.

"Its wonderful, are you kidding?" said a longtime Mikulski friend, Maryland Secretary of State Adele Wilzack, of the victory. "When we were in high school together we didn't even think of the U.S. Senate. Surprises are good."

"I know you're watching," Mikulski said, addressing part of her victory remarks to her father, a patient in a nursing home. "Your daughter is now a United States senator."

In her victory speech tonight, Mikulski promised to continue to be "a fighter for our neighborhoods and our schools, a fighter for jobs and justice."

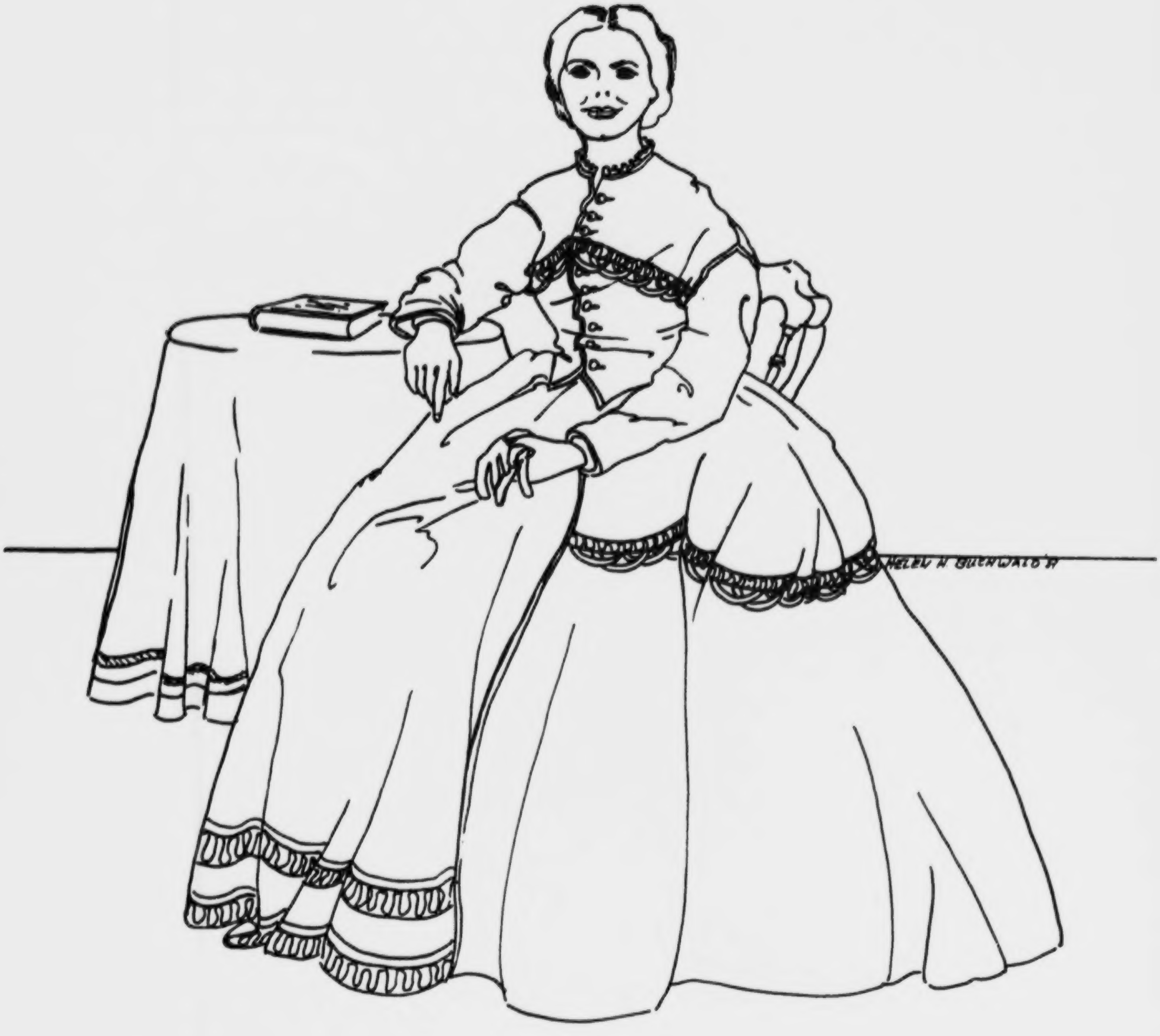
Barbara
Mikulski
DEMOCRAT
U.S. SENATE

SOURCE: Washington Post, 11/5/86

WOMEN WHO MADE A DIFFERENCE

TO DO:

Color and discuss.



Clara Barton (1821-1912)

She was known as "the Angel of the Battlefield" during the Civil War and later organized the American Red Cross.

SOURCE: GREAT AMERICAN WOMEN COLORING BOOK, NATIONAL WOMEN'S HALL OF FAME

STUDENT ACTIVITY
Middle

TO DO:

1. Imagine that you are a tour guide at the Clara Barton House.
2. After reading the information below, list ten facts that you would tell visiting tourists.

Clara Barton National Historic Site. Clara Barton's house is located in Glen Echo, Md., just north of the District of Columbia. Visitors to the house may use the parking lot between the house and Glen Echo Park, both of which are administered by the National Park Service. The house is usually open seven days a week from 10 a.m. to 5 p.m. Occasionally, certain areas must be closed because of the ongoing restoration work. You may wish to check with the staff before making a visit. Either call 301-492-6245, or write to 5801 Oxford Road, Glen Echo, MD 20812 for information on hours, tours, and programs.

Clara Barton

National Historic Site
Maryland

National Park Service
U.S Department of the Interior

The Struggle Within. Clara Barton, humanitarian and founder of the American Red Cross, lived here the last 15 years of her life. Here you can examine Clara Barton the human being, a quite different person than her public image. The contrast with the public personality will give you a well-rounded picture of the whole person.

The value of her accomplishments and the position she secured in American history are unassailable. Yet, like many 19th-century women who moved beyond their traditional female roles she was plagued by self-doubts. She was fearful of delegating authority, lest the job not be done as well as she believed she could do it. Driven so, she was often in poor health.

She was exceedingly loyal to her friends and possessed a ready wit and a good sense of humor. One young woman described an experience with Barton that was probably typical. "It never occurred to me that a really famous person would tell a joke and I recall the idea of Miss Barton having a sense of humor was a bit of a shock."

Little in her early life was indicative of what was to come. Her father, a veteran of the post-Revolution Indian Wars, instilled a sense of duty. The liberal atmosphere of New England of the 1830s also had an impact. And her training at the Clinton Liberal Institute in New York State reinforced many of her own views on social service. Still, the shy, timid, private woman battled the strong-willed humanitarian part of her personality. It was a battle that she would never resolve.

The Civil War Years. Clara Barton's decision to aid Civil War soldiers was part of a growing world-wide awareness of the need for battlefield relief. In 1859, a young Swiss banker, Jean-Henri Dunant, found himself on the battlefield of Solferino, in northern Italy. Dunant was so shocked by the number of men dying, often for want of the simplest care, that he wrote a book, *Un Souvenir de Solferino*, to call attention to the matter. In 1864, a convention was held in Geneva, Switzerland, to discuss Dunant's proposal for an organization aimed at relieving suffering soldiers. The result was a treaty establishing the International Red Cross.

Americans, ignorant of Dunant's work and the resulting treaty, had formed their own charitable organizations during the Civil War. Clara Barton worked alongside the U.S. Sanitary Commission and U.S. Christian Commission. But she never allied herself too closely with these groups, for her need for independence and individual recognition led her to work alone, unhampered by organizations and interference.

Speaking Out. After the Civil War, Clara Barton maintained the rapid pace that had become her way of life. She continued her charitable activities, which included establishing an office to locate "missing" soldiers and seeing to it that the prison yard at Andersonville, Ga., was made a national cemetery. She also began to speak out and express her opinions and convictions. She promoted the enfranchisement of the former slaves and became a staunch supporter of the growing feminist movement. And her fame lent prestige to her efforts. These activities filled a distinct need in Barton. "You have never known me without work," she once wrote, "and you never will."

Learning About the Red Cross. In 1868, Barton suffered a nervous breakdown. She traveled to Europe for rest, and there heard, for the first time, of the Red Cross. During the Franco-Prussian War, she labored to help the war-stricken civilians of France and Germany. She was so impressed with the Red Cross that she became determined to carry its ideals to the United States.

It was a difficult job. Ten years of poor health, uncooperative government officials, and public apathy discouraged her. However, she persevered, and in 1882 the U.S. Senate, ratified the Treaty of Geneva, thus establishing the Red Cross in the United States.

Last Years at the Red Cross. At the age of 77, Clara Barton again went to war. During the Spanish-American War of 1898, she directed relief from the battlefields of Cuba. Though the Red Cross aid was timely and competent, the war pointed up the inability of the small organization to meet the needs of the modern nation. Alarmed, several Red Cross members began to pressure for Barton's resignation. They considered Barton too old, disorganized, and unbusinesslike to deal with the expanding Red Cross and sought the help of leading figures in government to pressure her to resign. But their approach was harsh and left their founder bitter and alone. Barton was particularly appalled that even President Theodore Roosevelt had turned against her. "The government I thought I loved, and loyally tried to serve," she wrote after her resignation in 1904, "has shut every door in my face."

Retirement. Clara Barton continued to be active after leaving the Red Cross. She kept up her voluminous correspondence and her interest in the feminist movement. In 1905, she established the National First Aid Association of America to bring about a knowledge of emergency preparedness on the community level. She also indulged in reading, gardening, and writing—all favorite pastimes—and she enjoyed the antics of Tommy the cat and Baba her horse. She remained in good health until her death in 1912 at Glen Echo.

From her bedroom in the back, Barton had a fine view of the Potomac Valley. Flower and vegetable gardens, and the household cows, chickens, and horses gave the place a peaceful, countrified air. "She loved her Glen Echo home," a friend recalled, "and used to say the moon seemed always to be shining there."

The House. Saved through the efforts of The Friends of Clara Barton, the house reflects Clara Barton's resourcefulness. The house was built in 1891 of boards salvaged from shelters at the Johnstown Flood. She first used the house as a Red Cross warehouse and then modified it for living quarters and offices in 1897.

Chronology

December 25, 1821
Born in North Oxford Mass.

1824-50
Attends and teaches school

1852
Starts one of the first free schools in New Jersey at Bordentown

1855-60
Patent Office clerk

Clara Barton at 29

1861-65
Aids Civil War wounded at 2d Manassas, Antietam, Fredericksburg, Wilderness, Spotsylvania

"Men have worshipped war till it has cost a million times more than the whole earth is worth. . . . Deck it as you will, war is Hell. . . . Only the desire to soften some of its hardships and allay some of its miseries ever induced me . . . to face its pestilent and unholy breath."

1865-69
Searches for men of U.S. Army listed as missing

"I believe I must have been born believing in the full right of women to all privileges and positions which nature and justice accord her common with other human beings. Perfectly equal rights—human rights. There was never any question in my mind in regard to this."

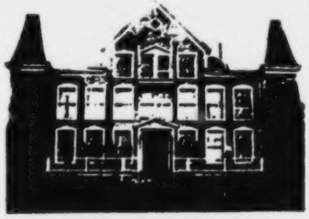
1870-71
Works with the International Red Cross

1876-82
Lobbies Government for adoption of Treaty of Geneva

May 21, 1881
Becomes president of American Red Cross; assists in relief of 18 disasters including floods, hurricanes, and cyclones

March 16, 1882
American Red Cross established formally by President Chester A. Arthur

1891
Builds home at Glen Echo



The house at Glen Echo

1898
Works on Cuban battlefields during Spanish-American War

1904
Resigns as president of American Red Cross

1905
Establishes National First Aid Association of America

"Others are writing my biography, and let it rest as they elect to make it. I have lived my life, well and ill, always less well than I wanted it to be, but it is, as it is, and as it has been. . . ."

April 12, 1912
Dies at Glen Echo, Md.

MAKING A DIFFERENCE:

ENVIRONMENTAL ISSUES

TO DO (for teachers):

1. Read the story about Rachel Carson aloud to the class.
2. Have students complete the True/False worksheet on the next page.

RACHEL CARSON

(May 27, 1907 - April 14, 1964)

by Kathie White

Do you know what a scientist does? Today's story is about a woman with very special talents. She was both a scientist and a writer. Her name was Rachel Carson.

Rachel lived in a small town with few houses and many grassy fields. Many, many years before, her father's family had lived in Scotland. Her mother loved the out-of-doors. She taught Rachel to see the beauty in nature.

Rachel liked living in the country. She listened intently to her mother's stories about the world around her. Rachel would spend lots of time looking at flowers and trees. She was fascinated by the sounds of small animals.

She liked listening to the birds. She decided she wanted to hear the birds wake up. Her mother woke her up early one morning. While it was still dark, they quietly walked into the nearby woods and sat on a log. They waited for the sun to come up and for the birds to sing. Would you like to hear the birds wake up?

Reading and writing were also things Rachel liked to do. When she was ten years old, she wrote some stories that were published in one of her favorite magazines. It was a magazine that lots of children read. Rachel was happy and proud! She dreamed that when she grew up she would be a famous writer.

As she grew up, Rachel continued writing and learning about nature. She read a lot about animals and how they live. In school she studied all about different kinds of animal life. She was so excited about what she learned that she decided that she would become a scientist.

She decided to go to a school close to the Atlantic Ocean. It was an exciting place for Rachel. When she got to school she saw the ocean for the first time in her life! She loved the ocean right away. She decided to learn as much as she could about it. She wanted to know more and more about all the different types of fish and plants that live in salt water.

When Rachel finished school, her first job was a dream come true. Not only could she be a scientist, but she could also be a writer. She wrote stories about fishing and about life in the sea. Everyone liked her stories. Next she began to write stories for newspapers. People were eager to read the stories she wrote. She was becoming famous for her work.

One day, Rachel received a letter from a friend. Her friend was very upset. She wrote that an airplane had flown over their town, and had sprayed the town with something that looked like water. Since that had happened, many birds had died and many others were sick. She asked Rachel to see if she could find out what was making the birds sick.

Rachel discovered that the plane had sprayed some kind of poison called a pesticide. The pesticide was used to kill off the mosquitos. Mosquitos can cause a lot of trouble. They sometimes make people and animals very sick. Rachel found out that pesticides could also make people and animals very sick.

Rachel remembered hearing the birds sing when she was a little girl. How sad it would be to lose their musical voices. She knew that pesticides were killing all the insects that the birds ate. She also learned that pesticides were poisoning the water. What could the birds safely eat or drink? If the water was poisoned, how could the fish live? Would people get sick if they drank water with pesticides in it? She became very worried.

People were in danger, too. Rachel decided that she must do something to let people know about this very serious problem. They had to know right away!

Using her knowledge as a scientist and her talent as a writer, she began to tell people about the danger of pesticides. Lots of people listened to what Rachel Carson had to say. Lots more people read what she wrote.

Because of Rachel Carson's work, we know a lot more about the world we live in. She reminded us that every living creature in the world is important to all of the others. She asked us to think carefully about all animals, large and small. She asked us to think what our world would be like if the birds did not sing at all.

SOURCE: National Women's History Project, Santa Rosa, California, 1985

RACHEL CARSON

(NOTE: Questions based on preceding page.)

STUDENT WORKSHEET

Name

TRUE or FALSE

Study the sentences below. If the sentence is true, color the box under **true.** If the sentence is not true, color the box under **false.**

	true	false
1. Rachel wrote a book about nature	☐	☐
2. She did not like to write when she was a child.	☐	☐
3. Rachel loved the ocean.	☐	☐
4. Rachel was a famous scientist.	☐	☐
5. Rachel did not like birds.	☐	☐
6. Rachel loved everything in nature.	☐	☐
7. She grew up and worked as a nurse.	☐	☐
8. We should be careful with pesticides.	☐	☐

SOURCE: National Women's History Project, 1985,
P.O. Box 3716, Santa Rosa, Cal. 95402

STUDENT ACTIVITY
Secondary

MAKING A DIFFERENCE: EDUCATION

WOMEN'S STUDIES

Below are listed several general Women's Studies topics.

1. Choose one that is of interest to you and do reading or research in that area. You might want to do research on a local, rather than a national level. Use your school and local library, any nearby colleges and universities, historical societies, women's organizations, and local resource persons to help you define and research your topic. You will want to select a narrower focus for your research . (Example: "Women Authors" might be narrowed to "Women Poets in Maryland").

2. Read a biography of a Maryland woman. Highlight that women's life in a form that is of interest to you (written report, timeline, chart, skit, song or poem, sculpture, tape recording, or oral presentation).

WOMEN'S STUDIES TOPICS

Legal Status of Women
Women and Children
Women in Literature
Women Authors
Women and Medicine
Women in Management
Women in Volunteer Organizations
Women's Crisis Shelters
Women of Color
Women's Art
Aging Women
Women's Music
Women and Law
Women's Networking
The Women's Suffrage Movement
Women and Sports
Sex Discrimination in Employment
Women and Home Occupations
Women and the Labor Movement
Women-Owned Businesses
Women in Communications
Quotes by Women
Women and the American Revolution
Famous Maryland Women
Women's Letters and Journals
Women and Health and Physical Education
Women in the Theater
The Female Hero
Sexism and Sex Role Stereotyping
Women in Film
Women in Correctional Institutions
Women in Politics
Women in Science
Women's Clubs and Organizations

LOGO: University of Maryland Women's Studies Program

MAKING A DIFFERENCE: PROTECTING THE ENVIRONMENT

TO DO:

1. Read the profiles in this packet of scientists and environmentalists Rachel Carson and Ellen Silbergeld.
2. Read the article below by Ellen Silbergeld about environmental issues raised in the 1950's by Rachel Carson and about those issues today.
3. Compare the lives and work of Rachel Carson and Ellen Silbergeld. How are they similar?

25 Years Ago, A Book Warned Of Toxic Perils

By Ellen K. Silbergeld

> *"Silent Spring" has left a persistent residue in our thinking.*

'RESIDUE: that which remains after part has gone; in toxicology, the trace of a drug or toxin or its metabolites, which persists in the body for some period of time after exposure."

Twenty-five years ago, a book was published that truly brought about a change not only in how we apprehend the world but also in how we see ourselves in the world.

"Silent Spring" by Rachel Carson (still in print at Houghton Mifflin and Fawcett), like the pesticides she indicted, has left a persistent residue — though not in our environment, but in our thinking as individuals and as a nation.

She taught us it's impossible to disregard the fundamental continuity between humans and the natural world and that it'sdangerous to ignore the impact of our actions on the integrity of the world of which we are part.

Ecology is the most integrated expression of modern biology. But now it is fashionable in some circles to deride Carson's warnings of a world made silent and barren by the profligate use of pesticides. A craven sort of neocreationism has entered the environmental debate, denying the unity of humans and nature and castigating Carson's followers as hysterical and mendacious apocalyptics.

Nature is not benign, nature is rife with poisons and carcinogens, they claim, so why protest a few more just because they are man-made? (Don't stop to consider the likelihood of synergism, bioaccumulation and the other interactions among this soup of toxins from all sources.) The despoilers are fighting back, because Carson's work has made their life considerably more difficult in the last 25 years: DDT was banned in 1972, PCBs in 1977 and 2,4,5,-T in 1983.

Again like Carson's thinking, the residues of these banned chemicals persist.

The whole world is contaminated now by chemicals unknown to nature and others whose own natural destruction has been profoundly disturbed by human activity. Every human comes into the world now loaded with residues of such chemicals as DDT, dioxin, hexachlorobenzene, lindane, pentachlorophenol — chemicals now found in the fluid that bathes human egg cells in the ovary and adulterating mothers' milk.

The struggle never ends; Rachel Carson taught us that also. In fact, the Environmental Protection Agency's contribution to the anniversary of "Silent Spring" has been to permit continued use of dicofol, a pesticide whose active ingredient differs from DDT by only one atom. Admitting that dicofol use imperils the osprey, the bald eagle and the peregrine falcon — endangered species only recently recovering from DDT itself — the EPA proposes that industry contribute some few thousands of dollars to wildlife preserves. This is a strange novelty in environmental regulation and a sort of brave new world of a preserve, where no birds sing.

We should celebrate her work, while continuing to accept its ceaseless challenge. In "Silent Spring," she gave science and the people a common voice, a language to learn a new concern and from which to fashion the tools by which we can transform our concerns into action.

Ellen K. Silbergeld is a senior scientist for the Environmental Defense Fund in Washington.

MAKING A DIFFERENCE: WRITING AS A TOOL FOR SOCIAL REFORM
TRIBUTES TO MYRA BARRER

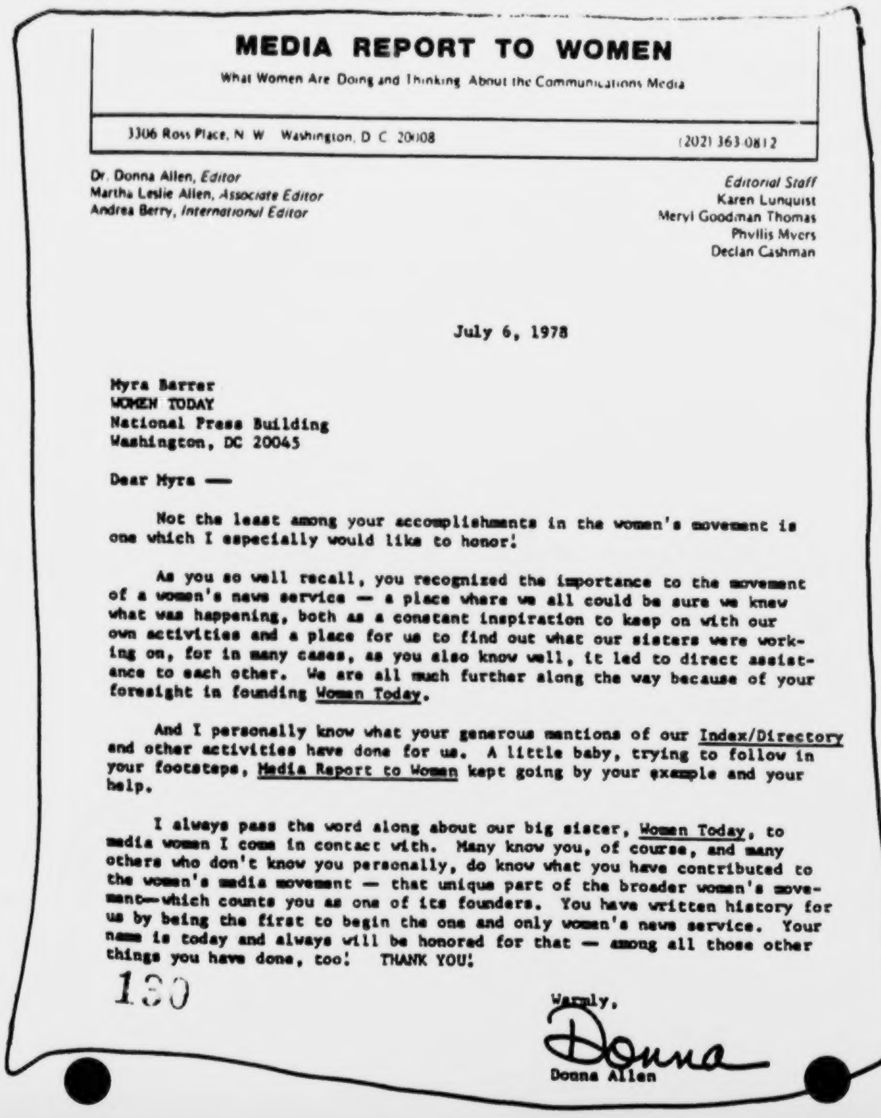
STUDENT ACTIVITY

Elementary/Secondary

Immediately prior to her death in 1978, a national committee of leading women activists decided to honor Myra Barrer's (see PROFILE in the packet) contributions to the advancement of women and communication between women and women's groups in Maryland and throughout the nation. The committee's efforts resulted in "A Tribute to Myra E. Barrer," a compilation of the numerous letters they received in recognition of Myra's work. Below are some sample letters.

TO DO:

1. After reading the letters to Myra Barrer, identify a woman whom you personally admire. Write a letter to that woman telling her what you admire about her.
2. With your class, identify some women in the school or community whom you would like to honor. Write groups of letters of recognition to that woman, compile the letters into a booklet, and present the booklet to the woman you selected.



MEDIA REPORT TO WOMEN

What Women Are Doing and Thinking About the Communications Media

3306 Ross Place, N.W. Washington, D.C. 20008 (202) 363-0812

Dr. Donna Allen, *Editor*
Martha Leslie Allen, *Associate Editor*
Andrea Berry, *International Editor*

Editorial Staff
Karen Lunquist
Meryl Goodman Thomas
Phyllis Myers
Declan Cashman

July 6, 1978

Myra Barrer
WOMEN TODAY
National Press Building
Washington, DC 20045

Dear Myra —

Not the least among your accomplishments in the women's movement is one which I especially would like to honor!

As you so well recall, you recognized the importance to the movement of a women's news service — a place where we all could be sure we knew what was happening, both as a constant inspiration to keep on with our own activities and a place for us to find out what our sisters were working on, for in many cases, as you also know well, it led to direct assistance to each other. We are all much further along the way because of your foresight in founding Women Today.

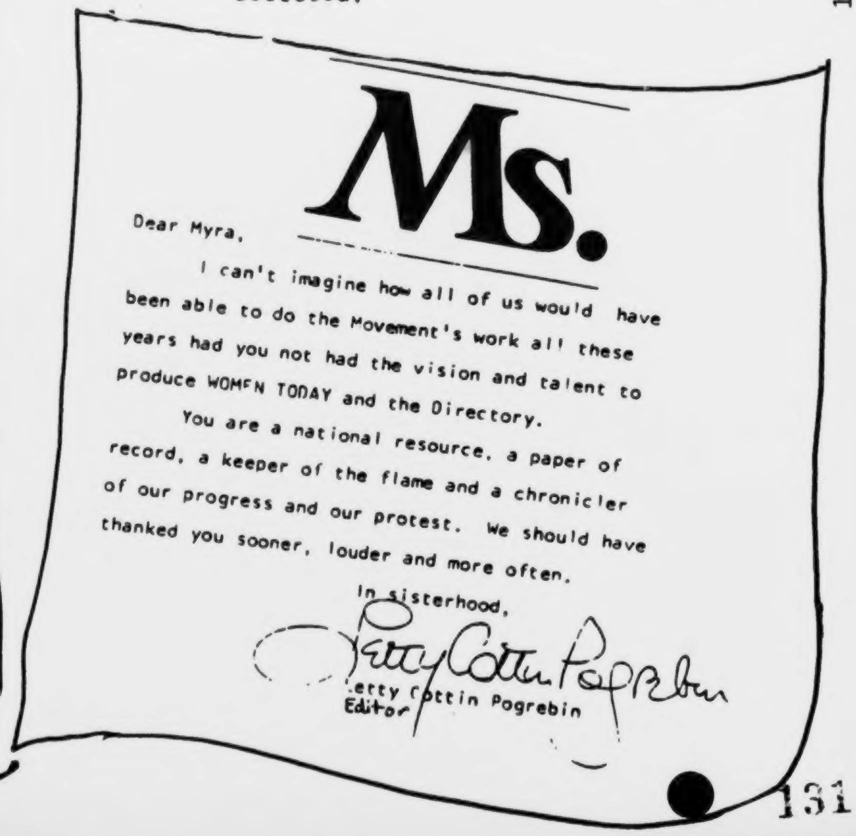
And I personally know what your generous mentions of our Index/Directory and other activities have done for us. A little baby, trying to follow in your footsteps, Media Report to Women kept going by your example and your help.

I always pass the word along about our big sister, Women Today, to media women I come in contact with. Many know you, of course, and many others who don't know you personally, do know what you have contributed to the women's media movement — that unique part of the broader women's movement—which counts you as one of its founders. You have written history for us by being the first to begin the one and only women's news service. Your name is today and always will be honored for that — among all those other things you have done, too! THANK YOU!

Warmly,

Donna

Donna Allen



Ms.

Dear Myra,

I can't imagine how all of us would have been able to do the Movement's work all these years had you not had the vision and talent to produce WOMEN TODAY and the Directory.

You are a national resource, a paper of record, a keeper of the flame and a chronicler of our progress and our protest. We should have thanked you sooner, louder and more often.

In sisterhood,

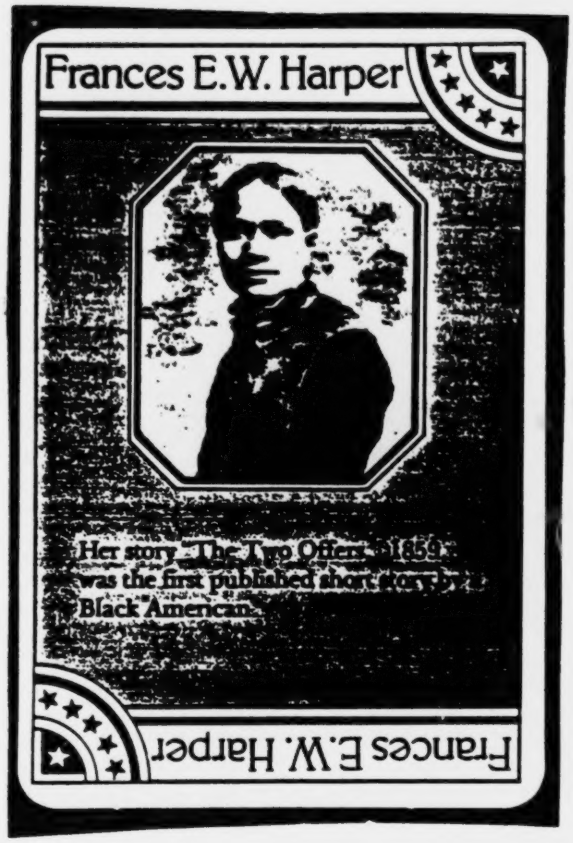
Letty Cottin Pogrebin

Letty Cottin Pogrebin
Editor

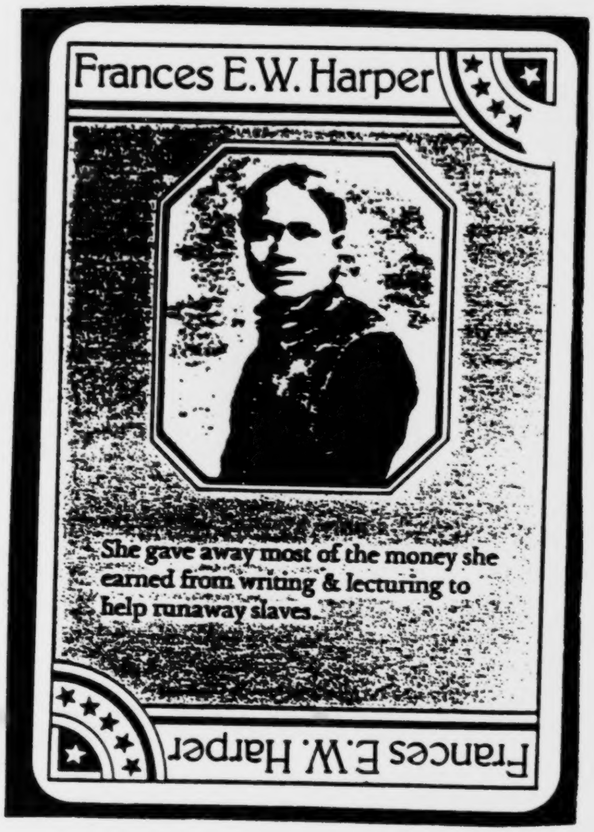
PLAYING CARDS--WOMEN IN SOCIAL REFORM

TO DO

1. Look at the sample cards below about Maryland activist Frances Harper.
2. Create a deck of cards about Maryland women who are portrayed in this packet. Select ten women and make two or three cards for each woman. On each card, list the woman's name and a fact about her life. Also include an illustration of some kind on each card.
3. Play your card game by trying to collect a matched set of cards about the same artist. You can do this by playing a game similar to "Concentration" or "Go Fish," or you can create your own game.



Her story "The Two Offers," 1859, was the first published short story by a Black American.



She gave away most of the money she earned from writing & lecturing to help runaway slaves.

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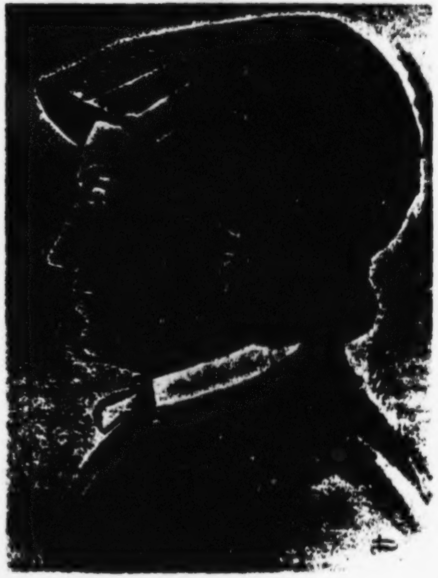
SOURCE: "Great Women, A Biographical Card Game--Poets and Writers" The Great Women Card Co.

Do You Know These Women?

STUDENT ACTIVITY
Elementary

1



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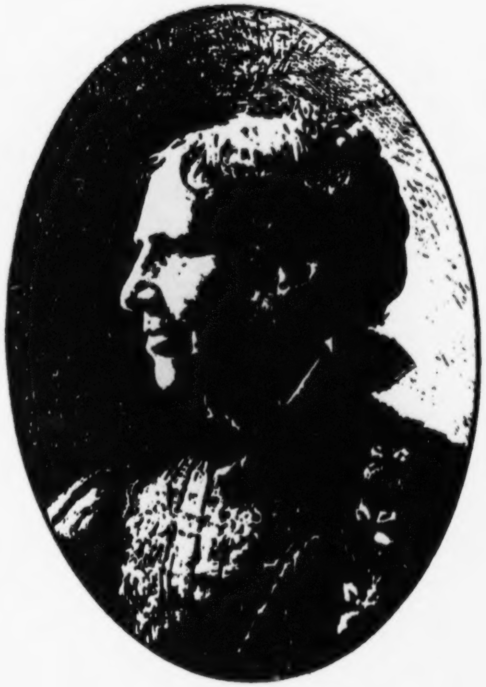

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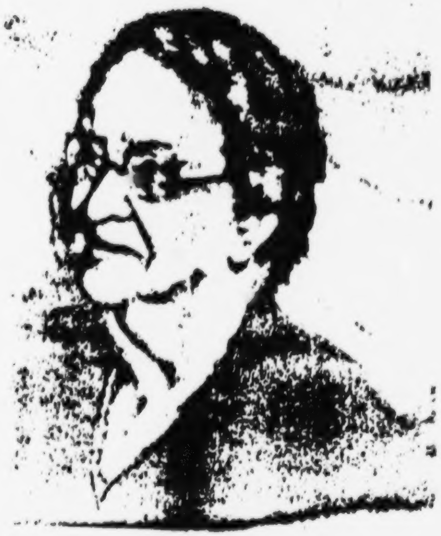

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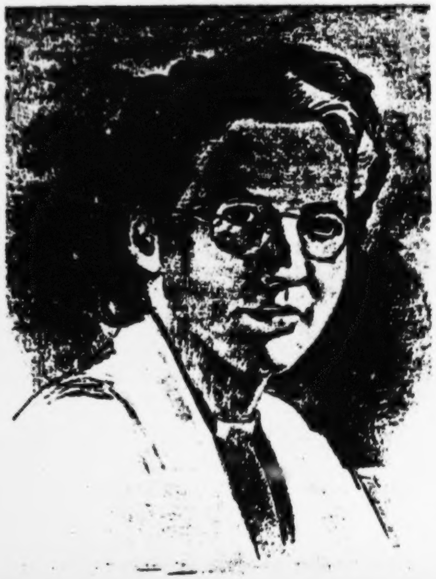

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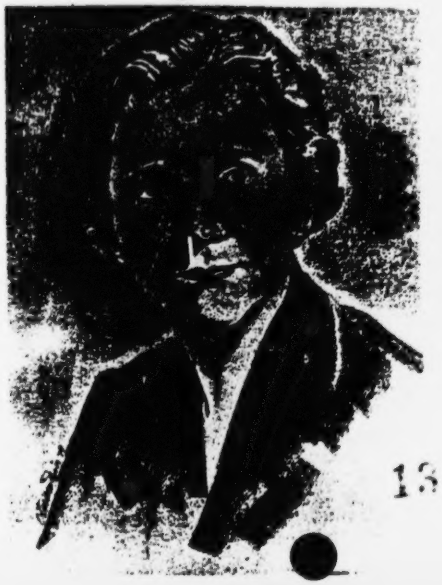


ANSWERS on next page

MAKING A DIFFERENCE

ANSWERS

DO YOU KNOW THESE WOMEN?

All five women are famous Marylanders who worked to make our world a better place.

1. Mother Elizabeth Seton - She was the first Roman Catholic American Saint who started the first free Catholic School and the first Catholic orphanage in the United States.

2. Clara Barton - She was known as the "Angel of the Battlefield" because she cared for wounded soldiers, and she started the American Red Cross.

3. Dr. Florence Sabin - She was a doctor who wanted all doctors to learn how to prevent diseases in addition to curing them. She developed the rest cure for tuberculosis.

4. Dr. Helen Brooke Taussig - She developed a heart operation for babies that saved thousands of lives.

5. Rachel Carson - She was a scientist and writer who warned the world about the dangers of pesticides by writing a book called the "Silent Spring".

MAKING A DIFFERENCE: NOTABLE WOMEN POEMS

STUDENT ACTIVITY
Elementary/Middle

TO DO:

1. Read the poems below by students about Maryland women in social reform.
2. Write your own Name Poems about notable Maryland women who have made contributions in areas of social reform. Use information from this packet or other sources.

POEMS FOR MARYLAND WOMEN'S HISTORY WEEK
Middle River Junior High School
Baltimore County
Grade 7

DR. LILLIE C. JACKSON

J ust
A person
C ommunity involvement
K eeps the
S oul and heart
O f
N AACP
by: Kelli O'Sullivan

BARBARA MIKULSKI

M aryland History Introduction
I s a strong leader
K eeps promises
U nique
L ikes women to be noticed
S uccessful
K eeping women noticeable and having rights
I ntelligent

By Joe Onheiser

MAKING A DIFFERENCE:

LIVING LEGENDS

DRAMATIZING HISTORY

TO DO:

1. Read the descriptions below about historical re-enactments of events that happened in the lives of two notable Maryland women social reformers.
2. Produce and present your own dramatic portrayal by playing the part of a woman profiled in this packet or an activist in your own community's history.

The Baltimore Council of Historic Sites, Inc.

BALTIMORE'S LEGENDS COME ALIVE!

MRS. MARY PICKERSGILL OPENS NEW AGED WOMEN'S HOME

Mrs. Mary Young Pickersgill, President of the Humane Impartial Society, attended opening ceremonies for the new Aged Women's Home at West Lexington Street at Franklin Square in this year of our Lord, 1850. Mrs. Pickersgill, noted for her public spirited acts, is renowned as the maker of the 30'x42' flag which flew over Fort McHenry during the bombardment by the British on September 14, 1814. Mrs. Pickersgill's flag inspired Mr. Francis Scott Key to pen his immortal poem known as the "Star-Spangled Banner."

The Aged Women's Home design by Thomas and James Dixon is admired for its functional fitness of design and has been under construction since 1849. Founded in 1802 the Impartial Female Humane Society furnishes work to poor women, many of whom have been reduced to penury, not by crime, but by misfortune. Mrs. Pickersgill became actively involved with this noble cause

LOCAL TEACHER NAMED HEAD OF N.A.A.C.P. BRANCH. 1935

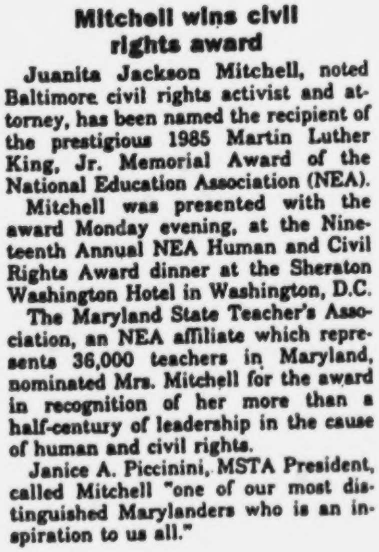
Mrs. Lillie May Carroll Jackson has been appointed President of the Baltimore Chapter of the National Association for the Advancement of Colored Persons. A Baltimore teacher and mother of four, Mrs. Jackson has been a tireless fighter of discrimination against colored people for many years, since her daughters were refused admission to local colleges. She has organized boycotts and other non-violent protest measures against what she calls "ungodly" discrimination. "Love is more powerful than hate," she has been quoted as saying. Mrs. Jackson was nominated to the leadership of the local branch by *Afro-American* editor Carl Murphy. She become the first woman to head an N.A.A.C.P. chapter in the history of the organization. She says that her first action will be to organize a membership recruitment drive.

At the Lillie Carroll Jackson Museum
1320 Eutaw Place
523-1208

HONORING WOMEN--MAKING A DIFFERENCE

TO DO:

1. Read the description and listings below of some of the honors awarded to Maryland civil rights activist Juanita Jackson Mitchell.
2. Identify a local woman or women who is "making a difference" promoting a better life for people in your community.
3. Plan a way to honor the woman or women you selected.



Mitchell wins civil rights award

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Mitchell was presented with the award Monday evening, at the Nineteenth Annual NEA Human and Civil Rights Award dinner at the Sheraton Washington Hotel in Washington, D.C.

The Maryland State Teacher's Association, an NEA affiliate which represents 36,000 teachers in Maryland, nominated Mrs. Mitchell for the award in recognition of her more than a half-century of leadership in the cause of human and civil rights.

Janice A. Piccinini, MSTA President, called Mitchell "one of our most distinguished Marylanders who is an inspiration to us all."

1985 AWARDS

- Inductee - Baltimore Women's Hall of Fame.
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153

STUDENT ACTIVITY
Middle/Secondary

MAKING A DIFFERENCE:

WOMEN'S RIGHTS

TO DO:

1. Read the article about Marie Mayor, honored for her work by the National Organization for Women in Howard County.

2. Identify and decide on a way to honor a local person deserving of a "Woman's Equality Award." (This honor could be an award, a newspaper article, a reception, etc.)

PEOPLE

Columbia Flier
September, 1985

Women's Equality Day

NOW honors a good Mayor

Nancy Robinson

When Marie Mayor drives in her car past road crews and spots women working alongside the men, "I get tears in my eyes."

That's not the way it was when Mayor was growing up. While in college, she, an excellent student in chemistry—a favorite subject—was advised by her professor to major in home economics. That she should study engineering, say, was not considered, she recalls, because it was a field only for men.

Today's Marie Mayor is many years away from those days. And this coming Sunday, Aug. 25 at 7:30 p.m., the Columbia resident will be honored with this year's Women's Equality Award by the Howard County chapter of NOW (National Organization of Women) at its annual Equality Day Celebration for her work in fostering vocational, educational and sex equity. The event will take place in the Howard County General Hospital's Continuing Education building. A short film, *One Fine Day*, will be shown and refreshments will be served.

Mayor is the vocation equity specialist in the Vo-Tech division of the state's Dept. of Education. In the federally-mandated position, she promotes equity through conferences, workshops and consultations to schools and businesses and distributes funds toward the same purpose to a variety of populations such as youths, ages 14-25, single parents (including adolescents) and displaced homemakers. This year's budget was $1.5 million.

"I love my work. I feel so fortunate to be paid for what I feel morally committed to," she says.

Title IX

The Howard County NOW is one of the chapters across the nation that is working this year as an advocate of the Civil Rights Restoration Act, which seeks to restore Title IX and other civil rights statutes to the U.S. Constitution.

Title IX, a 1972 amendment, was considered a landmark piece of educational equity legislation. It prohibited sex discrimination in educational programs or activities receiving federal funds.

However, the Supreme Court decision in a later case, Grove City College versus Bell, narrowed the scope of Title IX's application. According to a NOW fact sheet, "Under the new interpretation the institution is free to discriminate on the basis of sex in any of its other programs, as long as they do not directly receive federal financial assistance."

Not surprisingly, Mayor is working through her office with a coalition of national groups to help pass the Civil Rights Restoration Act. They include Wider Opportunities for Women, American Association of University Women, League of Women Voters and NOW.

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Mayor and Superintendent of Schools Michael J. Hickey, for instance, recently talked about Howard County's efforts to expand career awareness at a national meeting of the U.S. Department of Labor.

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Photo by James Ferry

Marie Mayor, 1985 winner of NOW's Women's Equality Award

Mayor has received much recognition within the state for her efforts, most recently American University's "Decade of Equity Award" and Governor's Citation for Outstanding Contributions to Promote Educational Equity, both given in 1983.

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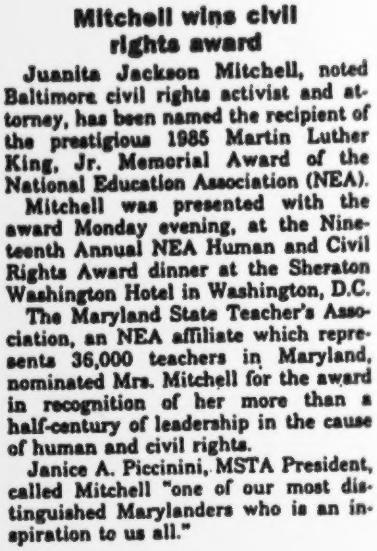

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Spotlight

On both sides of this page information is given by some women in the Maryland area who are active today in a variety of areas of social reform.

TO DO:

Read the information given and complete the following:

1. List the areas in which these women are working to bring about change.
2. List the careers these women have.
3. Discuss which women's activities sound the most interesting to you.
4. Identify a women activist in your community and write a SPOTLIGHT description of her activities.

JANELLE COUSINO, executive director, Maryland Citizen Action Coalition, Baltimore, Maryland, USA, a multi-issue advocacy organization that concentrates on economic justice and consumer issues. She has served on the Advisory Commission on Sex Discrimination of the Indiana State Civil Rights Commission, and as a federal Women's Program Coordinator for ACTION's regional office in Chicago, Illinois, USA. She was one of the conveners of the Women Directors' Caucus for Citizen Action, a national coalition of state organizations that now includes twenty-five state members.

BARBARA ARTHUR GORDON, research associate professor, School of Education, and executive coordinator for Human Subjects, Animal Subjects and Radiation Research Protection, The American University, Washington, D.C., USA. An author and expert on sex discrimination and equity issues, she has worked with elementary and secondary school personnel in the mid-Atlantic region of the United States and the Maryland Commission for Women on compliance with Title IX of the Education Amendments of 1972.

VIKKI L. GREGORY, president, Gregory Resource Group, a firm she founded to help agencies and employers implement solutions to achieve a bias-free work environment. An attorney and employment policy specialist, she directed the Public Policy Division of Wider Opportunities for Women, Inc. (WOW), in Washington, D.C., USA, before starting her own business, and founded the Montgomery County, Maryland, Chapter of the National Political Congress of Black Women, a network of 75 black women's groups. She frequently conducts workshops on such issues as the feminization of poverty and employment training for women on welfare.

JUNE KAZUKO INUZUKA, public interest attorney, and board member, Organization of Pan Asian American Women, Washington, D.C., USA. She is a third-generation Japanese American (termed "Sansei") who was born and raised in southern California. Her father and grandparents spent several years at Gila Relocation Center in Arizona during the World War II internment of Americans of Japanese ancestry. In 1978 she was a Robert Wood Johnson Health Policy Fellow at the federal Health and Human Services Health Maintenance Organization Program, and in 1985 she received a Revson Women's Law and Policy Project Fellowship to work with the National Committee on Pay Equity. She is a legal consultant to the National Network of Asian/Pacific Women, and writes and lectures on Asian women and feminist issues. She received an LL.D. from the University of Maryland Law School, Baltimore, Maryland

Spotlight

AUDREY MANLEY, chief medical officer and administrator for planning, evaluation and legislation, Health Resources and Services Administration, U.S. Public Health Service, Washington, D.C., USA. Currently on sabbatical, she is doing postdoctoral work on maternal, child, and international health concerns at the Johns Hopkins School of Public Health and Hygiene in Baltimore, Maryland, USA. She has worked in the public health field for twenty-five years as a practitioner and administrator, and originally had a private medical practice in her native rural Mississippi. She received an M.D. from Meharry Medical College, Nashville, Tennessee, USA, one of only two black medical schools in the U.S. founded before the civil rights movement.

BARBARA TAYLOR, immediate past president, Maryland Save Our Streams; member of the board, Clean Water Action Project; and recent candidate for the State of Maryland House of Delegates, Maryland, USA. She is a community activist and lifelong volunteer who assisted in the founding of the Maryland Citizen Action Coalition, a coalition of envrionmentalists, labor union members, representatives of community, church and women's groups, and of minority organizations working for consumer and social justice. She studied to be an artist and founded a school of painting and fine arts near Annapolis, Maryland.

BERNICE RESNICK SANDLER, director, Project on the Status and Education of Women, Association of American Colleges, Washington, D.C., USA, since 1971. As an education specialist for the U.S. House of Representatives Special Subcommittee on Education before 1971, she helped prepare the first comprehensive hearings in the United States concerning discrimination against women in education and employment. She later played an instrumental role in the passage of Title IX of the Education Amendments of 1972. She was a member of the National Advisory Council on Women's Educational Programs until 1982 and was the council's first chairperson from 1975 to 1977. She received a degree in counseling from the University of Maryland, College Park, Maryland, USA, and has taught at both that institution and Mt. Vernon College, Washington, D.C.

GUITELE NICOLEAU, executive assistant and literary project director, Association for Community-Based Education, Washington, D.C., USA, an association with sixty-six community-based institutional members in the United States. She has served as an assistant director for the Haitian Center for Information, Documentation and Social Action (CHIDAS) in Washington, D.C., and consultant to the Department of Education of Maryland, USA, for Adult Education Program for Haitian migrant workers on the eastern shore of Maryland.

RUBYE NELL JOHNSON, educational program specialist, Council on Social Work Education, Washington, D.C., USA; and consultant to the Support Career Advisory Committee, U.S. Environmental Protection Agency (EPA), Washington, D.C., an advisory group to train staff in such areas as career development, stress, networking and communication skills. A part-time lecturer for the Women's Studies Program at the University of Maryland, College Park, Maryland, USA, she served as director of admissions and recruitment at the Howard University School of Social Work in Washington, D.C., and manager of the Federal Women's Program and equal employment opportunity specialist at the U.S. EPA. She received a D.S.W. in criminology with a specialty in female offenders from the Howard University School of Social Work and an M.S.W. in community development from Tulane University, New Orleans, Louisiana, USA.

MAKING A DIFFERENCE: HEALTH AND SAFETY

TO DO:

1. Read the article about the growth and efforts of the organization known as NFP, National Federation of Parents for Drug-Free Youth.
2. Discuss what prompted Maryland woman Joyce Nalepka to form NFP. How has the organization grown? What difficulties has it encountered?
3. Invite speakers in from organizations such as NFP and MADD (Mothers' Against Drunk Driving). Find out how and why these groups were started and why they are effective in working for changes.
4. If you were to start a social reform organization working for a healthier, safer environment, what would that organization be called? What would your goals be?

CRUSADER

Geoffrey S. Baker/Journal

Joyce Nalepka, president of the National Federation of Parents for a Drug Free Youth, in her Silver Spring home. Nalepka says she now has plenty of company in the once-lonely fight.

Drug war no longer lonely

Silver Spring woman's fight blazed trail

By MARCIE RITZ
Journal staff writer

Joyce Nalepka's battle was a lonely one eight years ago when she began trying to persuade the public that drug abuse was one of the nation's most serious problems.

The Silver Spring resident has more than a little company now.

The national concern about drug abuse, sparked in part by the cocaine-induced death of University of Maryland basketball star Len Bias, has propelled Nalepka and the national network she founded in 1980, the National Federation of Parents for a Drug-Free Youth, into the limelight.

"Four years ago if we had called and asked to meet with the Secretary of Education we probably would have been given a meeting with someone below him," she said. "This year the Secretary of Education called and asked to meet with me and that was pleasant."

It's a turnaround that encourages Nalepka, even though she doesn't understand why it took the public so long to understand the dangers of drug and alcohol abuse, particularly for young people.

"You fluctuate between feeling elated, saying, 'where have you been all these years' and then you say what we are all saying, 'welcome aboard'," Nalepka says.

Crusade's origins

Nalepka's conversion to anti-drug crusader came in 1977, when she found herself engulfed in a cloud of marijuana smoke during a KISS concert at the Capital Centre. She began her fight by demanding, and receiving, a refund from Capital Centre management.

She then hustled support and successfully lobbied for the measure that brought her name before the public the first time — the "Bong Bill," which banned the sale of drug paraphernalia in Maryland.

Please see DRUGS, A8

DRUGS from A1

In 1980, NFP was born.

"She is just a dynamite leader," said Andy Ockershausen, former program director for WMAL-AM radio who is now working to bring baseball back to Washington. "She was a stalwart before the visibility."

NFP has a presence, and legislative representatives in all 50 states, Nalepka said. She is a consultant to the National Institute on Drug Abuse, the U.S. Department of Education, the National Association of Broadcasters, the U.S. Drug Enforcement Administration and many others.

NFP is being called in to educate businesses, advertisers, teachers, students and parents to the dangers of both drug and alcohol use.

Rapid growth

Her organization has grown so dramatically that this year's NFP convention attracted such speakers as baseball commissioner Peter Ueberroth, U.S. Secretary of Education William Bennett and first lady Nancy Reagan.

"I think it's amazing the amount of work and the degree of networking they've been able to put together since 1980. It's phenomenal," said Paint Branch High School Principal Steve Dickoff, who has been running NFP programs in his community for years.

Once again the bandwagon has made a difference.

"When we first started we thought maybe all we could do was get people talking," Nalepka said. "We are pleased that now we are able to go places that were harder to go to before and to get people as speakers who were hard to get before."

The notoriety isn't accidental. NFP has, Nalepka said, built a solid foundation of credibility.

"We have tried to live by our four R's — be reasonable, be rational, be responsible and be right, as in correct," she says. "I think we have earned our respect and we try to walk the moderate line. The only place where we're unyielding is that no child should use illicit drugs and no child should use alcohol."

NFP's major thrust is education and in that light the group works to develop parent networks to help children battle the peer pressure that, Nalepka said, causes drug and alcohol use.

"The most effective thing for parents to do is pick up the phone and talk to other parents," she said. "Parents find it's so much better when they realize that they aren't the only ones who won't allow alcohol or drugs in their house.

"Kids are going to complain, but we have an obligation to be caretakers for our children. We don't let 14-year-olds drive cars, though they would love to. Some say it's hypocritical for adults to drink and not let children, but there are a lot of things that adults do that kids can't."

SOURCE: Montgomery Journal, 10/24/86

WOMEN IN SOCIAL REFORM: A NATIONAL FOCUS

The following are some American women (not from Maryland) who have made significant contributions in the area of social reform. Students may wish to do additional research on the efforts of these notable women or identify other reformers.

Bella Abzung
Abigal Adams
Jane Addams
Maya Angelou
Susan B. Anthony

Emily Green Balch
Ida Wells Barnett
Mary McLeod Bethune
Elizabeth Blackwell

Mary Ann Shadd Cary
Carrie Chapman Catt
Shirely Chisholm
Fanny M. Jackson Coppin

Jessie De la Cruz
Dorothea Dix

Betty Friedan
Margaret Fuller

Emma Goldman
Sara and Angelina Grimke

Fannie Lou Hamer
Wilma Scott Heide
Julia Ward Howe
Judy Heumann
Dolores Huerta

Mother (Mary Harris) Jones

Coretta Scott King
Florence Kelley

Susette LaFlesche
Emma Lazarus
Edmonia Lewis
Queen Liliuokalani
Belva Lockwood
Mary Lyon

Margaret Mead
Lucretia Mott
Judith Sargent Murray

Carrie Nation

Mary O'Sullivan

Rosa Parks
Alice Paul
Francis Perkins

Eleanor Roosevelt

Margaret Sanger
Rose Schneiderman
Dr. Ann Howard Shaw
Tish Sommers
Elizabeth Cady Stanton
Gloria Steinem
Lucy Stone
Harriet Beecher Stowe

Ida Tarbell
Emma Tennayca
Mary Church Terrel
Sojourner Truth

Lillian Wald
Phyllis Wheatley
Emma Willard
Chief Sarah Winnemuca
Shirely Hill Witt
Victoria Woodhull
Fanny Wright

MAKING A DIFFERENCE: WOMEN REFORMERS

TO DO:

1. Using this replica of a book cover about women as social reformers, complete the matching quiz.
2. Create your own book cover. Include information on it about notable Maryland women.

Missing Chapters: Women in History
(1910-1930)

Name:

Address:

School:

Course:

Who Were They?

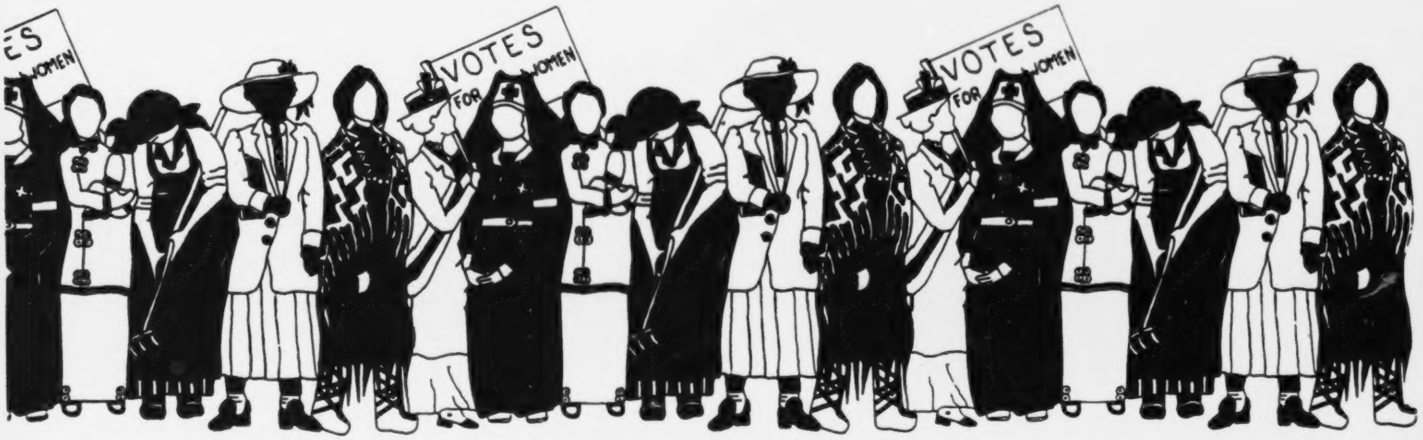
Here is a list of women reformers in this country from 1910-1930. Try to match each of these women to the important activity in which she participated:

Reformers

1. Jane Addams
2. Ida Wells Barnett
3. Jeannette Rankin
4. Mary McLeod Bethune
5. Emma Tennayuca
6. Mother Jones
7. Lucy Parsons
8. Alice Paul
9. Elizabeth Cady Stanton
10. Carrie Chapman Catt

a. Leader and founder of the IWW (International Workers of the World), which tried to organize all workers into one union
b. Organizer and leader of Hispanic workers
c. Organizer, writer and speaker for women's suffrage
d. Author of the Equal Rights Amendment, which would outlaw all legal discrimination against men and women by federal, state and local governments and require them to treat each citizen as an individual
e. Leading spokesperson against lynching
f. President of the National American Woman Suffrage Association, who developed the successful political plan for winning suffrage in 1920
g. Founder of Hull House, a model residential program providing recreation, education, nourishment and shelter for people in need of assistance
h. Founder of the first school for Black girls
i. First female member of the United States House of Representatives
j. Militant labor organizer

Answers:
1.g 2.e 3.i 4.h 5.b 6.j 7.a 8.d 9.c 10.f



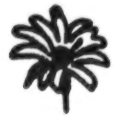
The Mid-Atlantic Center
for Sex Equity

The NETWORK, Inc.
5010 Wisconsin Avenue, N.W.
Suite 310
Washington, DC 20016
(202) 885-8536

Write or call the center
for additional information

Developed by
Susan R. Shaffer
Graphics by
Suzi Gifford

MAKING A DIFFERENCE: WOMEN REFORMERS



TO DO:

Using this replica of a book cover, complete the "seek and find" puzzle.

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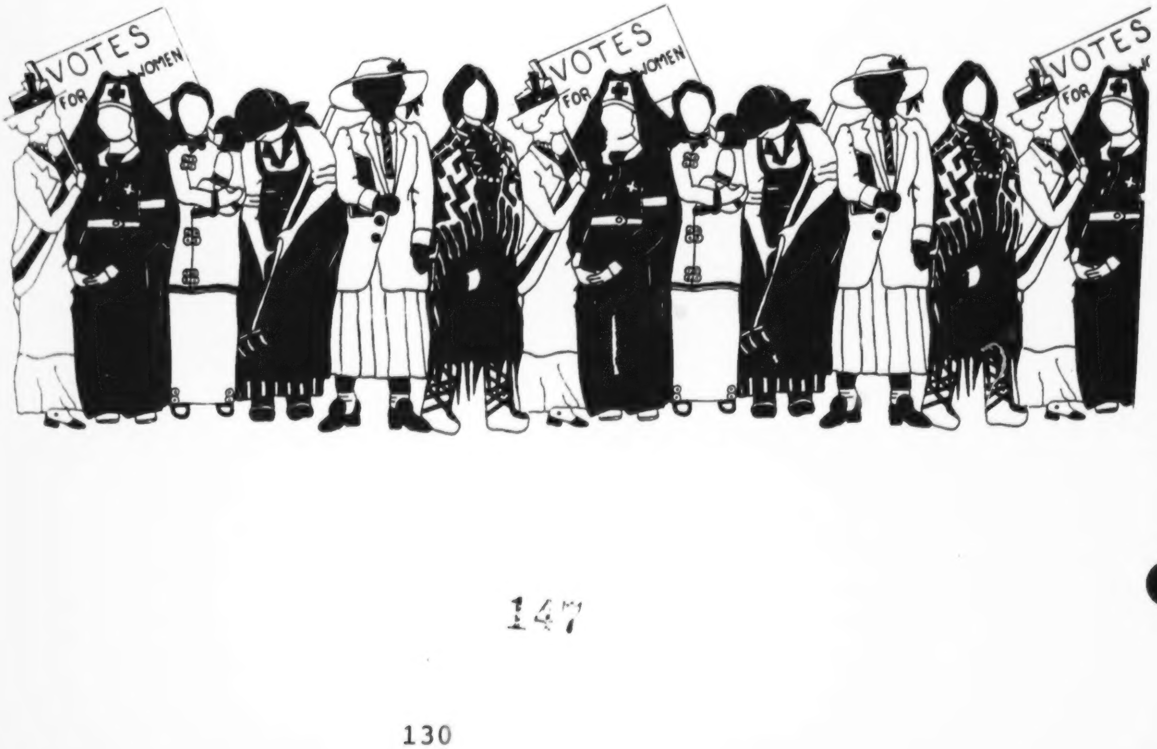
Seek and Find

The words included in this exercise represent concepts very important to the fight by women for political and economic rights. The discussion of these issues adds to the information found in your textbooks. When you complete the exercise, look for these issues in your textbook. Do you find them in the discussion of women's suffrage and women in the labor movement? How thoroughly are these issues discussed?

See if you can find the following words in the word search below:

- right
- factory
- suffrage
- reform
- organize
- picket
- union
- ballot
- vote
- propaganda

Y	P	U	N	I	O	N	F	G	N	U	P	L
E	S	D	I	E	L	R	E	F	O	R	M	Q
C	R	I	G	H	T	L	E	R	O	U	E	N
I	A	F	H	B	A	G	G	P	T	R	B	Z
T	A	M	T	J	A	A	A	U	N	K	A	J
E	W	A	P	R	N	G	D	C	R	F	L	H
T	H	E	F	I	A	S	N	O	F	S	L	D
O	D	F	Z	N	J	I	S	R	L	Z	O	M
V	U	E	D	X	C	P	I	C	K	E	T	K
S	F	A	C	T	O	R	Y	D	Y	C	T	O

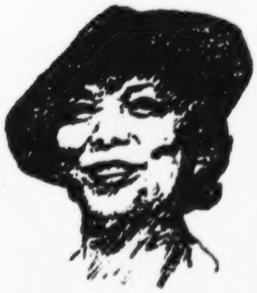


Gaining a Voice: Women Writers as Reformers

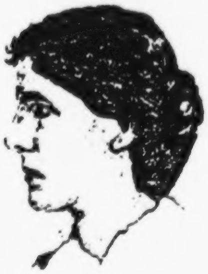
Most of the literature taught in high school classrooms is male-centered in authorship, imagery, theme and characterization. The breadth and perspectives of the female experience are often stereotyped or ignored.

The women listed here represent writers from different time periods, geographic areas, ethnic groups and literary styles. Each introduces a new perspective or a new course of action that was novel for her time.

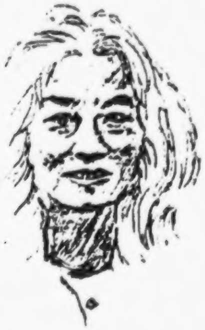
Try to match each of these women with the title of the work for which she is noted. A short description of the work highlights its reformist contribution.



1 Zora Neale Hurston



2 Charlotte Perkins Gilman



3 Maxine Kingston (Ting Ting) Hong

A The Color Purple, 1982
The novel describes the life of a poor, uneducated black woman. Despite political and economic discrimination, Celie eventually triumphs as a true example of a female hero.

B The Feminine Mystique, 1973
She discusses the differences between the reality of women's lives and the image to which women try to conform. This book is noteworthy for launching the women's movement in this country.

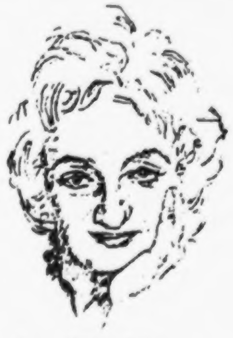
C The Woman Warrior: Memoirs of a Girlhood Among Ghosts, 1976
Combining memoir, myth and history, the author attempts to reconcile American and Chinese female identities. She has been given messages of both female power and female powerlessness from her mother. As a child she dreamed of becoming an avenger like the woman warrior of her mother's legends. She comes to terms with this struggle through her writing.

D Ceremony, 1978
Her story centers upon a World War II Indian veteran who experiences an emotional breakdown after serving in the war. Drawing from her own heritage, she portrays his healing through ancient tribal rituals. She expands the narrow stereotypical definitions of American values and experience to include the often overlooked contributions of Native Americans.

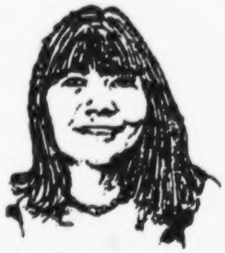
E Dust Tracks on a Road: An Autobiography, 1942
This book illustrates the difficulties of a female growing up in a male domain and the author's own experience of being a black person in a white world. Her text expresses a vision that when black women come to know each other they will begin to know themselves.

F Women and Economics, 1899
The economic dependence of women on men is the cause of sexual inequality. Women need to have work outside the home for their own good and that of society. In order for a woman to develop as an individual, she must have economic independence.

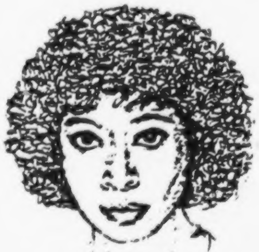
G Sketches of Southern Life, 1872
Lola Leroy, 1892
Shadows Uplifted, 1893
She records her experiences in the Reconstruction South. The themes include the values of education, temperance and voting as well as the crusade against lynching.



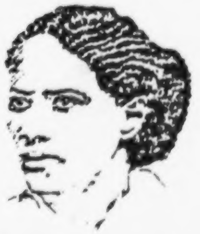
4 Betty Friedan



5 Leslie Silko



6 Alice Walker



7 Frances Ellen Watkins Harper

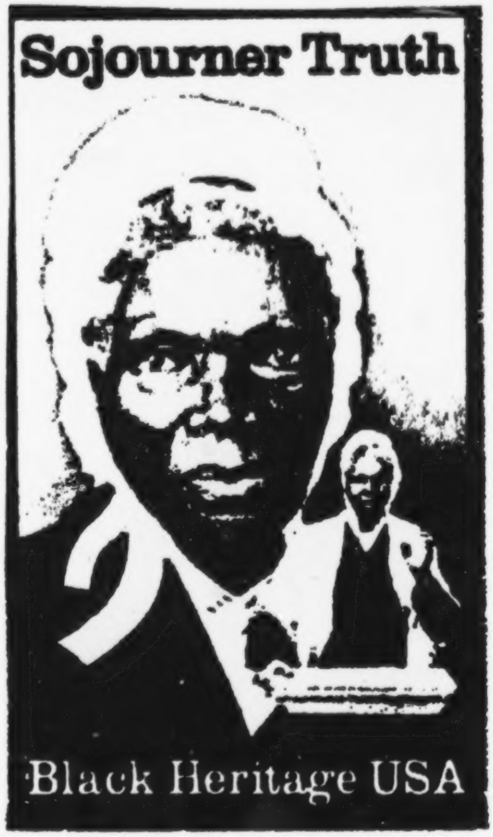
SOURCE: Excerpted from a book cover developed by Susan Shaffer, graphics by Suzi Gifford, Mid-Atlantic Center for Sex Equity, The Network.

ANSWERS: 1-E, 2-F, 3-C, 4-B, 5-D, 6-A, 7-G

AIN'T I A WOMAN...

> "That man over there say that a woman
> needs to be helped into carriages, and
> lifted over ditches, and to have the
> best place everywhere. Nobody ever
> helped me into carriages, or over mud
> puddles, or gives me a best place...
> And ain't I a woman? Look at me.
> Look at my arm! I have plowed
> and planted and gathered into
> barns, and no man could head me...
> And ain't I a woman? I could work as
> much and eat as much as a man when I
> could get it, and bear the lash as well...
> And ain't I a woman? I have borned
> thirteen children and seen them
> most all sold off into slavery. And
> when I cried out with a mothers grief,
> none but Jesus heard...
> And ain't I a woman?"

Sojourner Truth: Speech before the Woman's Rights Convention at Akron, Ohio in 1851.



NWPC MARY STANLEY 1361 N. DEL MAR, FRESNO, CA 93728 209-268-5756

TO DISCUSS:

1. What did Sojourner mean by the refrain, "Ain't I a Woman?" How did this counter the arguments of men who spoke against equal rights for women in Sojourner's time?
2. What is the assumption made by the opposition about women's intellect? How does Sojourner disarm this point? Is she speaking here only about women's rights or about slavery, too? Are the two issues separate, or one for her throughout the speech?
3. What are the differences between this speech and our most typical examples of great oratory? (Speaker was female, black, and uneducated; she speaks extemporaneously and emotionally drawing on her personal life; her right to speak was opposed by many rather than invited, etc.) How do these factors impact on us today and how did they affect her original audience?

STUDENT ACTIVITY
Upper Elementary/Secondary

MAKING A DIFFERENCE: WORKING FOR JUSTICE

TO DO:

1. Read the quotes below by Jill Ruckelshaus and Mary McLeod Bethune about struggles for justice.
2. Discuss the similarities and differences between the two messages.
3. Find and discuss other quotes by women social reformers.

We are in for a very, very long haul...
I am asking for Everything you have to give

We will never give up...
You will lose your Youth, your Sleep,
your Patience, your Sense of Humor
and occasionally... the understanding & support
of people that you Love very much

In Return, I have nothing to offer you but...
Your Pride in being a woman, and
all your Dreams you've ever had for your daughters,
and nieces, and grandaughters...
Your Future
and the certain Knowledge that
at the end of your days
you will be able to look back and say that

Once in your life
you gave Everything you had
for Justice

Jill Ruckelshaus, National Women's Political Caucus Convention, 1977

"Yesterday, our ancestors endured the degradation of slavery, yet they retained their dignity. Today we direct our economic and political strength toward winning a more abundant and secure life. Tomorrow, a new Negro, unhindered by race taboos and shackles, will benefit from more than 330 years of ceaseless striving and struggle. Theirs will be a better world. This I believe with all my heart."

Mary McLeod Bethune, Last Will and Testament, "I Leave You Hope," 1955

STUDENT ACTIVITY
Secondary

MAKING A DIFFERENCE: BRINGING ABOUT REFORM

TO DO AND DISCUSS:

1. Read the quote below by Susan B. Anthony. What does she mean by the phrases "willing to be anything or nothing in the world's estimation"..."avow their sympathies with despised and persecuted ideas and their advocates?"

2. What consequences might a social reformer have to bear for their efforts? Identify some reformers in history and the consequences they have faced.

3. What reform issues have people devoted their lives to in our nation? What issues do you see as most important? Identify one or two issues about which you would have the strongest commitment.

4. Write or tape record a tribute to a social reformer.

> **Cautious, careful people, always casting about to preserve their reputation and social standing, never can bring about a reform.**
>
> **Those who are really in earnest must be willing to be anything or nothing in the world's estimation, and publicly and privately in season and out, avow their sympathies with despised and persecuted ideas and their advocates, and bear the consequences.**
>
> **SUSAN B. ANTHONY**

THE EQUAL RIGHTS GAME: ROAD TO EQUALITY

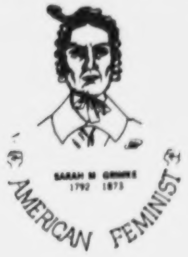
TO DO:

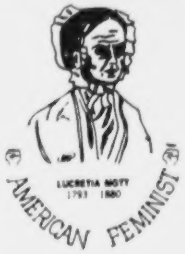
1. Cut out the pictures below of notable women who worked for equal rights in America.
2. Select one picture to use as a playing piece for EQUAL RIGHTS GAME: ROAD TO EQUALITY. Find out and tell other players one fact about the women you selected.
3. Create your own Road to Equality Game by writing messages in the squares on the GAME BOARD on the next page in this packet.

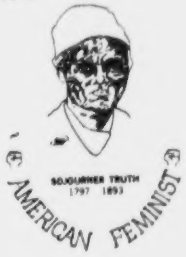
EXAMPLES: Escaped slave is caught - back 2 spaces
Slavery is ended - ahead 2 spaces
Women demand right to vote - take another turn

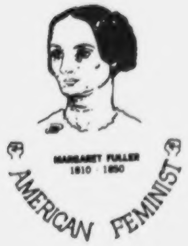
---

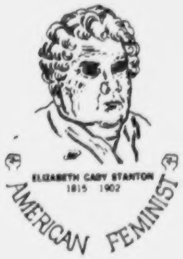
4. Each player places her/his playing piece on START (INEQUITY).
5. Each player in turn rolls one di (from a pair of dice) and moves that number of spaces.
6. The first player to reach FINISH (EQUALITY) wins.

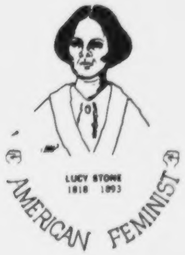

SARAH M GRIMKE
1792 1873
AMERICAN FEMINIST

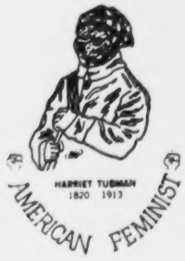

LUCRETIA MOTT
1793 1880
AMERICAN FEMINIST

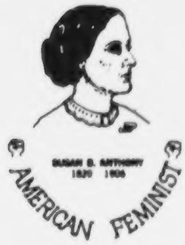

SOJOURNER TRUTH
1797 1893
AMERICAN FEMINIST

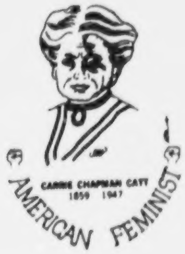

MARGARET FULLER
1810 1850
AMERICAN FEMINIST

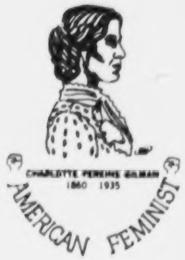

ELIZABETH CADY STANTON
1815 1902
AMERICAN FEMINIST


LUCY STONE
1818 1893
AMERICAN FEMINIST


HARRIET TUBMAN
1820 1913
AMERICAN FEMINIST


SUSAN B. ANTHONY
1820 1906
AMERICAN FEMINIST

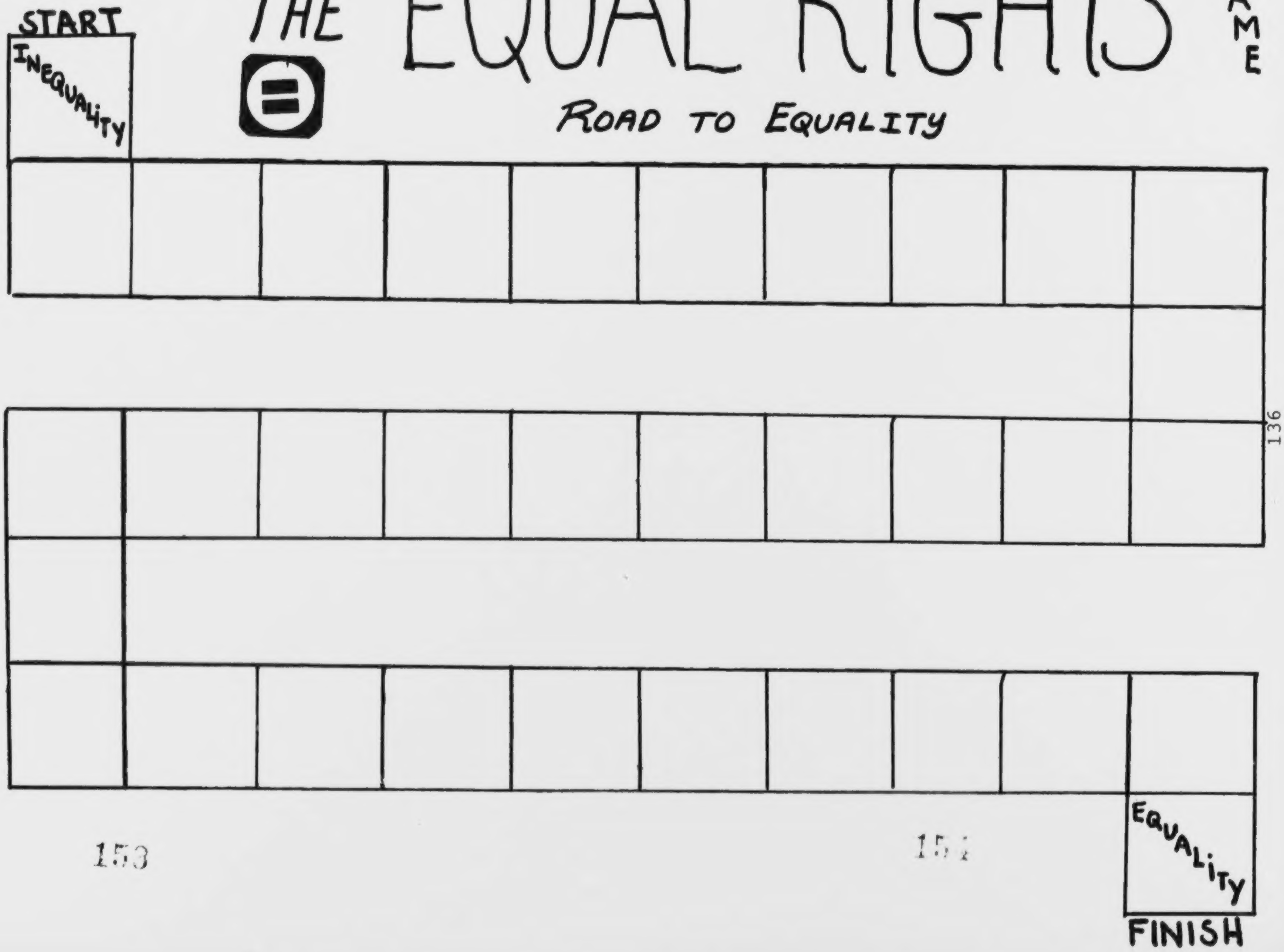

CARRIE CHAPMAN CATT
1859 1947
AMERICAN FEMINIST


CHARLOTTE PERKINS GILMAN
1860 1935
AMERICAN FEMINIST

THE EQUAL RIGHTS GAME

ROAD TO EQUALITY

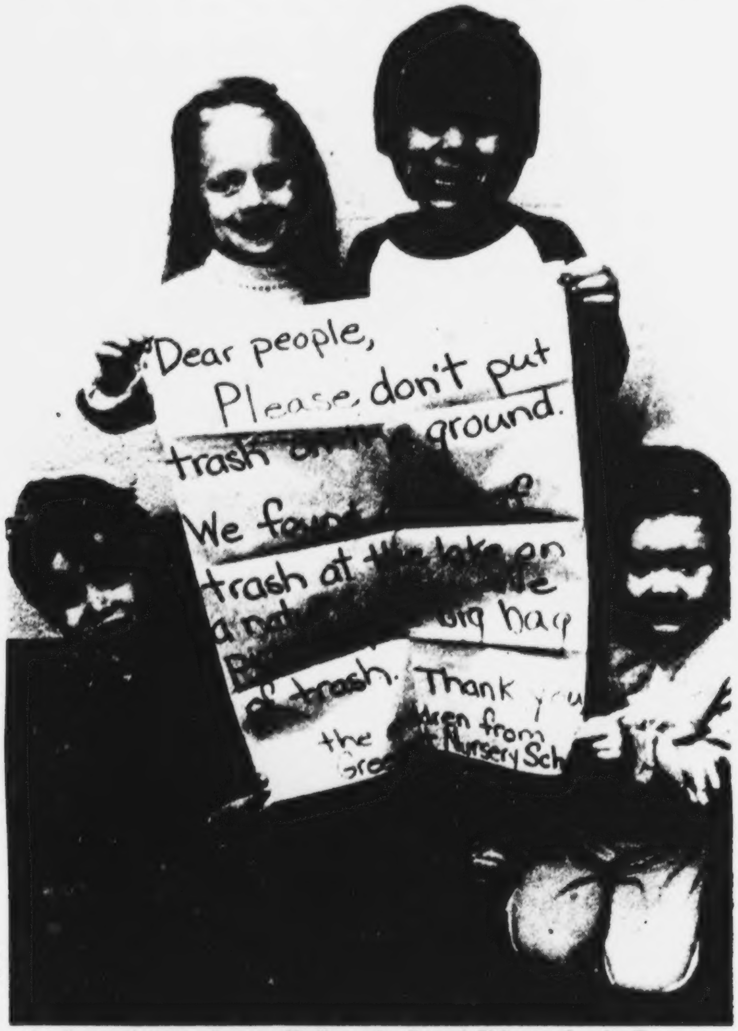
GAME BOARD


START
INEQUALITY
EQUALITY
FINISH

Letters to the Editor

TO DO:

1. Discuss how you can make your school or community a better place.
2. Send a letter to a local newpaper expressing your opinion.


Dear people,
Please don't put
trash
ground.
We found
trash at the lake on
big bag
trash.
Thank you
from
Nursery Sch

(Left to right), Jason Halley, 3; Jenni Edmonds, 4; Darren Chang, 4; and Lisa Stratton, 3., from the Greenbelt Nursery School share an important concern in an open letter to the people of Greenbelt. **photo by J. Henson**

SOURCE: Greenbelt News Review, October 10, 1986

MAKING A DIFFERENCE:

- VOICING AN OPINION -

One of the basic rights American citizens are guaranteed is the right to peition elected officials for changes in laws or practices.

TO DO:

1. Select a social reform issue of importance to you (improving job opportunities for students, preventing nuclear war, providing shelter for homeless persons, etc.)
2. Write a message on the petition below urging Congress to pass a law related to your concern.

Citizen's Petition
To The United States Congress

Whereas, I believe that

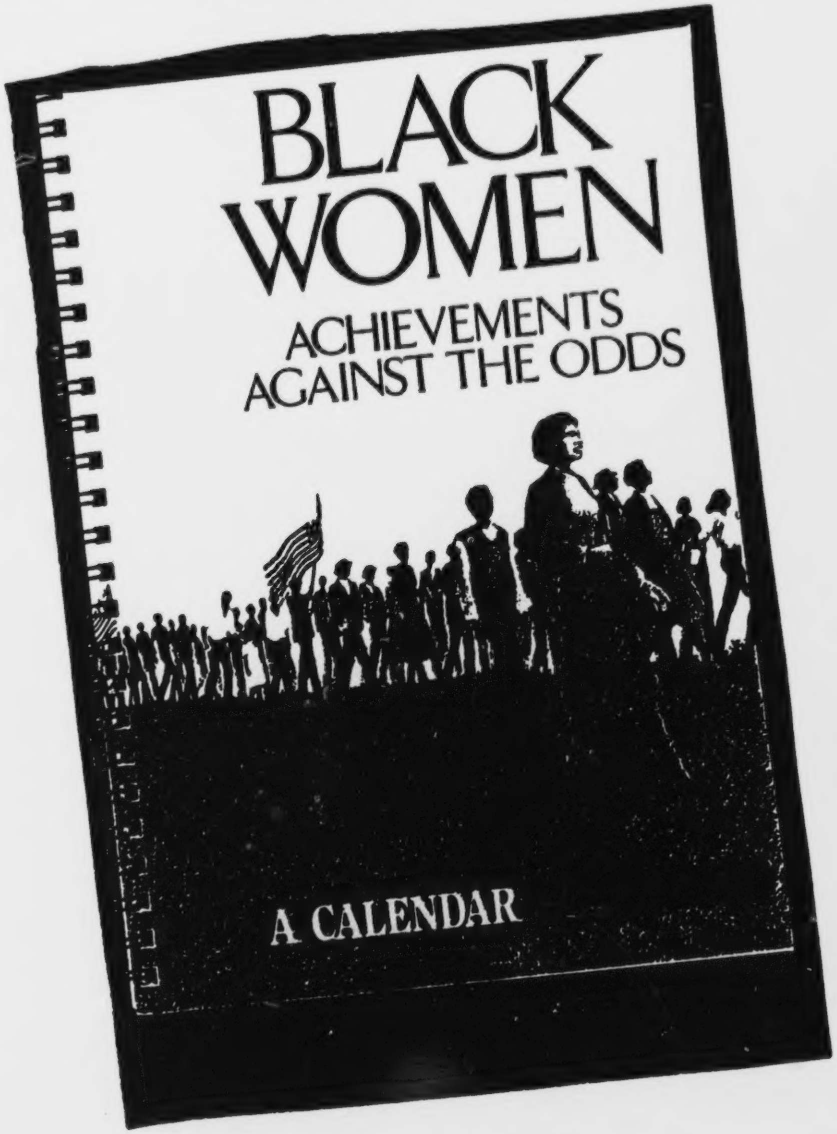
I Therefore strongly urge you to work for

Signed:____________________________
Name:____________________________
Address:____________________________
____
Date:____________________________

TO DO:

MAKING A DIFFERENCE: ACHIEVEMENT AGAINST THE ODDS

1. To recognize the special challenges faced by black women in achieving social reform, create a calendar datebook noting some of these women's accomplishments.
2. At the bottom of each calendar describe the contributions of one specific woman.
3. Include illustrations in your datebook.


BLACK WOMEN
ACHIEVEMENTS AGAINST THE ODDS
A CALENDAR

SOURCE: Black Women--Achievement Against the Odds Calendar, CMG Publishers, N.Y. 1984

STUDENT ACTIVITY
Secondary

MAKING A DIFFERENCE: VOICING AN OPINION

QUOTABLES

TO DO:

1. Read the statements below by women social reformers from different centuries.
2. Which issues discussed are similar? Which are different? How do the quotes reflect the times in which they were written?
3. Which of the issues raised are still important today?

1700's

"...And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put unlimited power into the hands of the husbands. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion...and will not hold ourselves bound by any law in which we have no voice or representation."

Abigail Adams (in a letter to her husband,
John Adams, 1776)

1800's

"This meeting, as I understand it, was called to discuss Women's Rights. Well, I do not pretend to know exactly what women's rights are; but I do know that I have groaned for forty years, yea, for fifty years, under a sense of woman's wrongs. I know that even when a girl, I groaned under the idea that I could not receive as much instruction as my brothers could. I wanted to be what I felt I was capable of becoming, but opportunity was denied me...I rejoice that so many women are here; it denotes that they are waking up to some sense of their situation."

Mehitable Haskell, 1851

"Men, their rights and nothing more; women, their rights and nothing less."

Susan B. Anthony (speaking on behalf of
Women's suffrage, 1870)

"Oh I think its cruel when a girl wants to go to college and learn she can't and is laughed at and absolutely kept from it while a boy is made to go whether he wants to or not. I don't see why the world is made so unjust and I don't see why all unjustness should be turned against girls in general and me in particular."

M. Carey Thomas, Age 15 (a student who
later earned a graduate degree from Johns
Hopkins and became Dean at Bryn Mawr
College, 1873)

1900's

"I believe we will have better government when men and women discuss public issues together and make their decisions on the basis of their differing areas of concern for the welfare of their families and their world; too often the great decisions are originated and given form in bodies made up wholly of men, or so completely dominated by them that whatever of special value women have to offer is shunted aside without expression..."

Eleanor Roosevelt, 1952

"The issues that face women are now very much the same as those facing the men; but in addition, we women feel a stronger obligation to try to address the problems that all in our society still are facing — unequal access to some jobs, and lower pay for their labor. My major objective at this time would be to equalize the pay of men and women doing work of equal value."

Pauline Menes, Maryland State Delegate, 1986

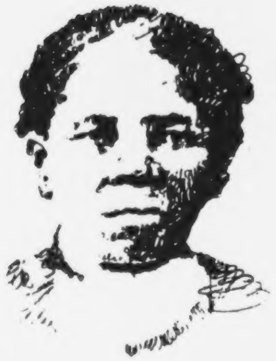
STUDENT ACTIVITY
Upper Elementary/Middle

MAKING A DIFFERENCE

TO DO:

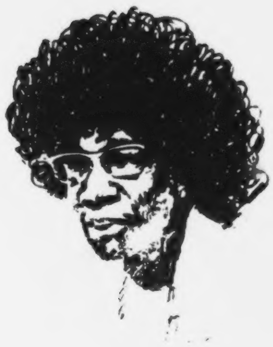
1. Display the quotes below by three women activists on a bulletin board and discuss other quotes by women reformers.
2. Read biographies of these women and share information you learn about their lives and accomplishments.

QUOTABLES



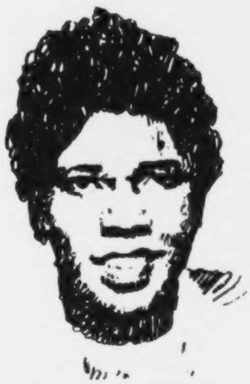
HARRIET ROSS TUBMAN

"I started with this idea in my head. There's two things I've got a right to . . . death or liberty."



SHIRLEY CHISHOLM

"We [American women] will no longer be denied our rights as human beings, equal in all respect to males."



BARBARA JORDAN

"'We, the people.' It is a very eloquent beginning. But when that document was completed on the seventeenth of September in 1787, I was not included in that 'We, the people.' I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation and court decision, I have finally been included in 'We the people.'"

TO DO:

Read and discuss the article; compare this with current peace activities.

Woman's Peace Festival, June 2, 1873

Over 100 years ago, on June 2, 1873, a Woman's Peace Festival took place in a number of large cities in the United States and in Europe. The festival was organized by the woman's rights and woman's club leader Julia Ward Howe. Howe was a highly respected public figure whose fame and public reputation rested largely on her authorship of the Civil War song, "The Battle Hymn of the Republic." Howe embraced the peace cause in the early 1870s because of her distress over the human cost of the Franco-Prussian War, then raging, and also because of her guilt at having played a role in sending young men of the North into the bloody battles of the Civil War.

In May 1872, she wrote in her diary: "I am fifty-two years old this day and must regard this year as, in some sense, the best of my life. The great joy of the Peace Idea has unfurled itself to me. ... I hope to found a woman's Apostolate of Peace." (See Julia Ward Howe, Reminiscences, 1819-1899, Boston: Houghton, Mifflin & Co., 1899, p. 163.) Convinced that a woman's peace protest would have to be international to succeed, she began to correspond with women in Europe, imploring them to "awaken to the knowledge of the sacred right invested in them as mothers to protect human life." She traveled to Europe in an attempt to found an international woman's peace association. When she failed to get support for this project from established peace societies and prominent European reformers, she returned home to create a Woman's Peace Festival in the United States, which was celebrated in June 1873, and for several years thereafter in Boston, Philadelphia, New York, and a few other cities in the East. The Woman's Peace Festival was celebrated for several years after 1873, but was soon forgotten.

Printed below the "Exposition of Sentiments," presented by the Philadelphia women in connection with the Woman's Peace Festival, is of particular current interest because it transcends the politics of motherhood by viewing women as a class of disenfranchised citizens entitled to a voice in decisions that affect their lives and well-being. It also makes a connection between militarism and racism rare for its time and for ours. This connection was marred, however, by the fact that the women failed to repudiate completely their own country's military policies toward American Indians. Working at a time when most of their compatriots perceived the war against Indians as a defensive action, their call for a "true Peace policy towards the Indians" was undermined by their explanation that they were not calling for a policy of "military weakness."

Amy Swerdlow

* * *

Exposition of Sentiments of the Woman's Festival for Universal Peace, Philadelphia, June 2, 1873. Believing in every well-directed effort for peace, we, *Women of Philadelphia*, aided by the presence and co-operation of earnest men, accept the proposition of Julia Ward Howe, in recognizing this day as a *Festival for Universal Peace*.

We believe if the women throughout the world, representing half of creation, and that half which is not the warrior class, will come forward in all their moral force, and protest against the war system, and offer *arbitration* for the settlement of difficulties, demand the *sanctity of human life* as a practical peace agent rather than a mere boastful declaration; *withhold their children from military drill, discourage warlike books and playthings; cease pandering* to the tinsel of *military glory*, and *paying homage* to *military titles*; regarding war in its true light, as opposed to the life and example of the Great Teacher, they would aid immensely in the establishment of universal peace.

Woman, as the mothers of the race, have the right to be heard. They teach their children the lessons of peace at home, lead them along to manhood for far different purposes than as food for powder; and after all the care bestowed upon them, their trials and watchings, *it is time they refused to surrender to the war system*.

As sufferers from war which we have not had a voice in making, with natures that revolt at the injustice, the waste, the irreligion, and the whole horror of war, we demand a hearing.

We ask for the *abolition* of the war system, to be brought about by a *general disarmament* and the establishment of a *Congress of Nations*, every nation so represented being bound to submit to the decision; and with homes organized, and with governments already established, it only needs the determination on the part of the people *to will to have it* so, and the delegates can be appointed by each power, according to the forms of such power, and time and place agreed upon for regular sessions.

While it would be desirable for all nations to unite, we hold that two or three can safely inaugurate the reform, confident that others will soon follow.

We ask for a more thorough trial of the true Peace policy towards the Indians, wherein no mixture of military weakness shall enter, but offering enlarged facilities for the establishment of Indian agencies, like those in successful operation under the charge of Friends and others.

We ask that the Modocs be treated as a great nation can afford to treat even her enemies and criminals, not by putting them to death, nor by severe punishments, nor by handing them over to the authorities of Oregon, but in an enlightened, magnanimous spirit, let them visit the East, and learn that our Government does not mean to harm, but to serve them.

Satisfied that the sale and use of intoxicating liquors is a disturber of the peace, and ought to be abolished, we ask the same for the sale and carrying of *deadly weapons*, the fruitful cause of violence and death.

While we approve of proper gymnastic exercise, we regret the introduction of *military drill, dress, and forms* into our charity homes and asylums, as a familiarity with these renders it all the more easy to become a soldier.

Fair and equal opportunities for all being another condition of peace, we invoke from those in power that no invidious or oppressive distinction be made politically, religiously, or socially, because of sex, *color, or race*. ☐

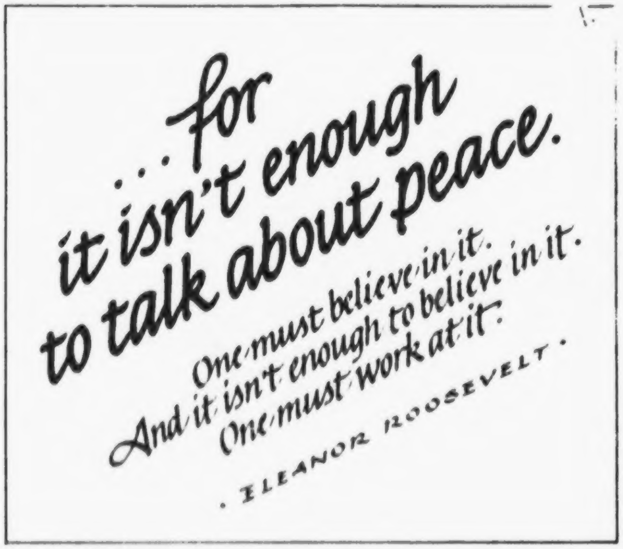
Amy Swerdlow is director of the Graduate Program in Women's History at Sarah Lawrence College and co-editor of Class, Race and Sex: The Dynamics of Control *(G.K. Hall, 1983) and* Households and Kin: Families in Flux *(The Feminist Press, 1981).*

MAKING A DIFFERENCE:
WOMEN AND THE PEACE MOVEMENT

Women have traditionally assumed leadership roles in working for world peace, and in recent decades have focused on the prevention of nuclear war. Marylander Gertrude Bussey was a peace activist and a national leader of the Women's International League for Peace and Freedom from the 1930's to 1960. Baltimore Civic Leader Elizabeth Gilman served as a member of the Executive Committee of the National Council for the Prevention of War following World War I, and was a dedicated pacifist until she was in her 80's. Today in Maryland, women such as Margaret Lee, a founder of the Worldwide Peace Foundation, Adine Panitch of Educators For Social Responsibility, and Fran Donelan of the American Friends Service Committee work through organizations for the development of educational programs related to nuclear age and peace issues and for the prevention of nuclear war.

TO DO:

1. Find out more about the work of local organizations in promoting world peace.
2. Discuss what students can do to work for a peaceful world.
3. Create a poster reflecting what PEACE means to you.



. . . for it isn't enough to talk about peace.

One must believe in it.
And it isn't enough to believe in it.
One must work at it.

· ELEANOR ROOSEVELT ·

WOMEN strike FOR PEACE
WE OPPOSE NUCLEAR TESTING BY ANY NATION

MAKING A DIFFERENCE

WOMEN'S ISSUES

STUDENT ACTIVITY
Middle/Secondary

1. Looking at the topics below, choose the two or three issues that are of greatest interest to you. Discuss why you selected these issues.

2. Select one issue and become an "expert" on that issue by finding out more about it. Speak to someone on your local commission for women or a leader of a local woman's organization, or use your library to get more information. Share your expertise with members of your class.

Rural Women

Equal pay for equal work

Poor & female in America

The Female and Technology

EDUCATION

HEALTH

Older Women

Female Offenders

discrimination

Women in Sports

Minority Women

ERA: the case FOR/AGAINST

DISABLED WOMEN

Displaced Homemakers

CHILD CARE

Women Against Nuclear War

MAKING A DIFFERENCE:
CURRENT ISSUES FOR SOCIAL REFORM

BACKGROUND

The 1977 National Woman's Conference which met in Houston marked the first time that a national gathering of women was authorized, sponsored and financed by the U.S. government to discuss issues of concern to women. That same year more than 800 Maryland women met at a state woman's conference to address woman's concerns, and the opening date of that meeting was proclaimed Maryland Women's Day.

Elected representatives from every state and territory, women of diverse income groups, racial and ethnic backgrounds, ages, and lifestyles met as a follow-up to the 1975 International Women's Year and developed a National Plan of Action identifying issues and offering recommendations on major issues affecting women (over 20,000 persons were involved in the process). The Declaration of American Women issued at that conference spoke of positive changes in the lives of women throughout U.S. history, but also identified CHALLENGES to be met and problems to be solved. The President's Advisory Committee for Women revised and updated these issues in 1980, as did a similar Maryland committee. The following concerns have been identified as CHALLENGES for the 1980's.

STOP
violence
against
women

Battered Women - wife abuse is widespread among urban and rural families of all socio-economic levels. Several counties in Maryland have set up shelters for abused spouses, but there is a need for many more shelters.

Child Care - There is a need for comprehensive, flexible-hour quality day care at a low-cost, since so many women with young children are now in the labor force.

Credit - Expansion and enforcement of the Federal Equal Credit Opportunity Act prohibiting discrimination by sex in extending credit is needed.

Disabled Women - Disabled women face physical and attitudinal barriers, and often receive job training for less skilled occupations. Employers, landlords, institutions and schools exclude them from the fullest participation in society of which they are capable.

Discrimination - Inspite of anti-discrimination legislation, bias still exists against women in areas such as employment and education.

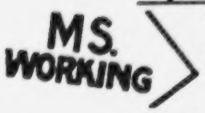
Education - Continued monitoring and enforcement is needed of Title IX in assuring sex-fair treatment of students in scheduling, placement, counseling, school programs and regulations, physical education and athletics.

- Encouragement of females for increased participation in math and science and computer technology programs is vital to prepare women for careers in a high tech society.

Elective and Appointive Office - There is currently one woman on the Supreme Court (the first woman so appointed) - a woman delegate to the United Nations, two female senators and only one female governor. With women being more than 50% of the U.S. population, there is still a vast underrepresentation of women in public office.

Women Make
Policy
NOT
Coffee

MAKING A DIFFERENCE:
CURRENT ISSUES FOR SOCIAL REFORM (Continued)



Employment - Women still earn less than men and are primarily employed in the lowest paying occupations. (See CHOICES section). Females are often given career counseling which perpetuates their entering a limited range of career areas. Minority women are the most underemployed group.

Equal Rights Amendment - The ERA was passed by 35 of the 38 states (including Maryland) needed for ratification, but failed when time ran out in 1982. The ERA was reintroduced in Congress in November, 1983, and was defeated. Supporters plan to try again to have the ERA passed by Congress and sent to the states.

A WOMAN'S PLACE IS EVERY PLACE

Homemakers - There has been a tremendous growth in the number of "displaced homemakers" - women who are divorced or widowed and must center a workforce for which they are unprepared.

Insurance and Pensions

There are currently laws being proposed and court cases being heard related to sex equity in insurance and pensions. Women have often paid the same amount into pension funds but received less upon retirement. Many insurance rate payments have also been sex-based.

Minority Women - Ethnic and racial minority women are the victims of multiple discrimination. The combined effect of race or national origin and sex (also economic class and disability) often produce extreme hardships, economically and socially.

Women Offenders - Rehabilitation efforts should prepare women to re-enter society through gainful employment. The same variety of vocational programs should be offered as is available to male offenders.

Older Women - There is an increase in the percentage of women over 65, and an increase in the number of those women living in poverty.

Rural Women - Under-employment and high poverty levels are problems among rural women.

Single Parents - Women who are single parents have special needs related to child care, income, and support groups.

World Peace - This is an international issue, one in which women have traditionally taken the lead.

SOURCES:
The Spirit of Houston,
An official Report to
the President, Congress,
and People of the U.S.,
Wash., D.C., March, 1978.

Voices for Women, Report of
the President's Advisory
Committee for Women, 1981.

Uniting for Progress, Maryland
International Woman's Year
Coordinating Committee, 1978.

Local Commissions for Women,
1983.

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MAKING A DIFFERENCE: SOCIAL ISSUES

ISSUES
POINT/COUNTERPOINT

TO DO:

1. Select one of the issues below.

2. Have a few students work together in teams to present their opinions to the rest of the class, either FOR (POINT) or AGAINST (COUNTERPOINT) the issue resolution. (They should do some research or use background information from this packet.)

3. Use this sample modified debate format, or design your own procedure for your discussion (panel discussion, "talk show," etc.).

   . Team 1 - presents arguments FOR the resolution (for 3 minutes)

   . Team 2 - presents arguments AGAINST the resolution (3 minutes)

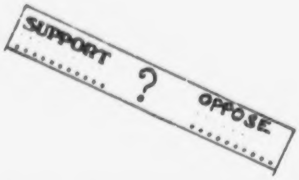
   . Team 1 - ask questions directed to Team 2 (2 minutes)

   . Team 2 - ask questions directed to Team 1 (2 minutes)

   . Audience (rest of class) can ask questions of either team (2 minutes)

   . Team 1 and Team 2 each have 1 minute to summarize

   . Class votes FOR or AGAINST the resolution



ISSUES

Resolved that:

. The U.S. should have an Equal Rights Amendment.

. Mothers of young children should not be allowed to have jobs outside the home.

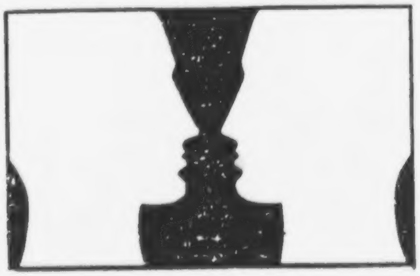
. Women should be required to serve in the military.

. Women should not be allowed to be President of the United States.

. The Boy Scouts and Girl Scouts should merge and become one organization.

. Women should be permitted to play on men's professional sports teams.

. Men should be given paternity leave.



STUDENT ACTIVITY
Elementary/Secondary

MAKING A DIFFERENCE:
VOLUNTEERS

NOTEWORTHY

Women, through their primarily volunteer involvement in the settlement house movement (to provide housing for the poor) were responsible for:

- **the first public swimming pool**
- **the first public playgrounds**
- **the earliest kindergartens in this country.**

BACKGROUND

Throughout Maryland's history women have served as active volunteers in civic, political, social, religious, educational, and charitable organizations and programs. For some, volunteering is a part-time activity, while to others, volunteerism is a career. Without women's contributions many volunteer organizations in Maryland would not have been established or been able to function. The contributions of women have related to every facet of life, including activities of such groups as homemakers clubs, PTAs, Red Cross, women's rights groups, community service clubs, and youth organizations. Women have worked as individuals as well as group members. They have been fund-raisers, scout leaders, precinct coordinators, coaches, tutors, charity drive participants and leaders, lobbyists, community organizers and church leaders, and have served in countless other ways to better the lives of people in their communities.

Often the importance of volunteer efforts has been unrecognized or undervalued. In 1969 Maryland passed a law requiring all state employment applications to include space for volunteer experience. Appropriate volunteer work was to be considered as relevant experience for paid employment. This is one way in which volunteer efforts can be recognized as having as great a value as paid employment.

On April 29, 1983, President Ronald Reagan proclaimed May 1, 1983, to April 30, 1984, as the National Year of Volunteerism, reflecting the fact that more Americans are volunteering, and that more should volunteer.

A recent Gallup Poll estimated that there were over 80 million volunteers, approximately 800,000 in Maryland, of whom 56% were women. Women have played a vital role in the growth of our society by volunteering their time and energies, without pay, thereby providing better services to more people at less cost.

Recently Maryland women have been instrumental in developing crisis shelters, temporary homes for the homeless, and self-help groups for child abusers, and all this was done on a volunteer basis. Volunteers are currently staffing food centers and counseling centers for unemployed people, showing that the characteristic of caring for one's neighbor and community is still very much part of our society.

Volunteerism enables people to participate in a most meaningful way in Maryland as providers of service and decision makers in both the public and private sectors. The volunteer contributions of Maryland's women help shape the destiny of our communities.

TO DO:

- List 5 types of volunteer jobs that you could do in your school. Which one is the most appealing for you? Try one.
- Obtain a list of volunteer organizations in your community. Find out what each one does and determine if students could be of assistance to any of those organizations.

TO DISCUSS:

1. Why have women traditionally been the primary "volunteers" in American society? In what "volunteer" ways have women provided leadership throughout Maryland's history?
2. Why are women on the whole not able to volunteer as much time and energy to groups as they have in the past?
3. If you could (as an adult) economically afford to work as a volunteer full-time, what kind of volunteer work would you choose?

MARYLAND WOMEN'S HISTORY MONTH

SPECIAL TRIBUTES

The following pages contain:

- A memorial tribute to Maryland women's space pioneers, astronaut Judith Resnick and teacher Christa McAuliffe.
- A commemorative tribute to the five women inducted in 1986 into the Maryland Women's Hall of Fame.

CHRISTA McAULIFFE

JUDITH RESNICK

IN MEMORIAM

Breaking Barriers In Science and Technology

JUDITH RESNIK

I Touch the Future -
I Teach
SHARON CHRISTA MCAULIFEE

This tribute is in honor of Judith Resnik and Christa McAuliffe, both of whom died on the Challenger shuttle in January of 1986. Both women had close ties with Maryland and stand as courageous and outstanding role models for individuals, not only in Maryland, but around the world.

Judith Resnik received her doctorate in electrical engineering from the University of Maryland and was among the first female astronauts selected by NASA in 1978. In 1984, she became the second American woman to fly in space. On this shuttle flight, she served as the robot arm specialist.

Christa McAuliffe was selected from more than 11,000 applicants to become the first teacher to fly on a space shuttle and the first private citizen in space. But, foremost, she was a teacher. Christa held a master's degree in education from Bowie State College and had her first teaching experiences in Prince George's County Public Schools. As a high school history teacher she had an intense interest in the contributions of common people throughout history and designed a course called "The American Woman".

Both Christa McAuliffe and Judith Resnik were pioneers and extraordinarily competent in their chosen professions. It is hoped that they will be remembered by the citizens of Maryland for their determination, vitality and willingness to take risks in order to "reach for the stars".

■ **Judith Resnik, 36:**
Resnik was among the first female astronauts selected by NASA in 1978. She flew on the shuttle Discovery in 1984, becoming America's second woman, after Sally Ride, to fly in orbit.

She grew up in Akron, Ohio, graduated from Carnegie-Mellon University in 1970 and received her doctorate in electrical engineering from the University of Maryland in 1977. She joined NASA in 1978

Tribute written by:
Susan Shaffer
Planning Committee
Maryland Women's History
Project, 1987

■ **Sharon Christa McAuliffe, 37:**
A social studies teacher at Concord High School in Concord, N.H., McAuliffe was selected from more than 11,000 applicants to become the first teacher to fly on a space shuttle and the first private citizen in space.

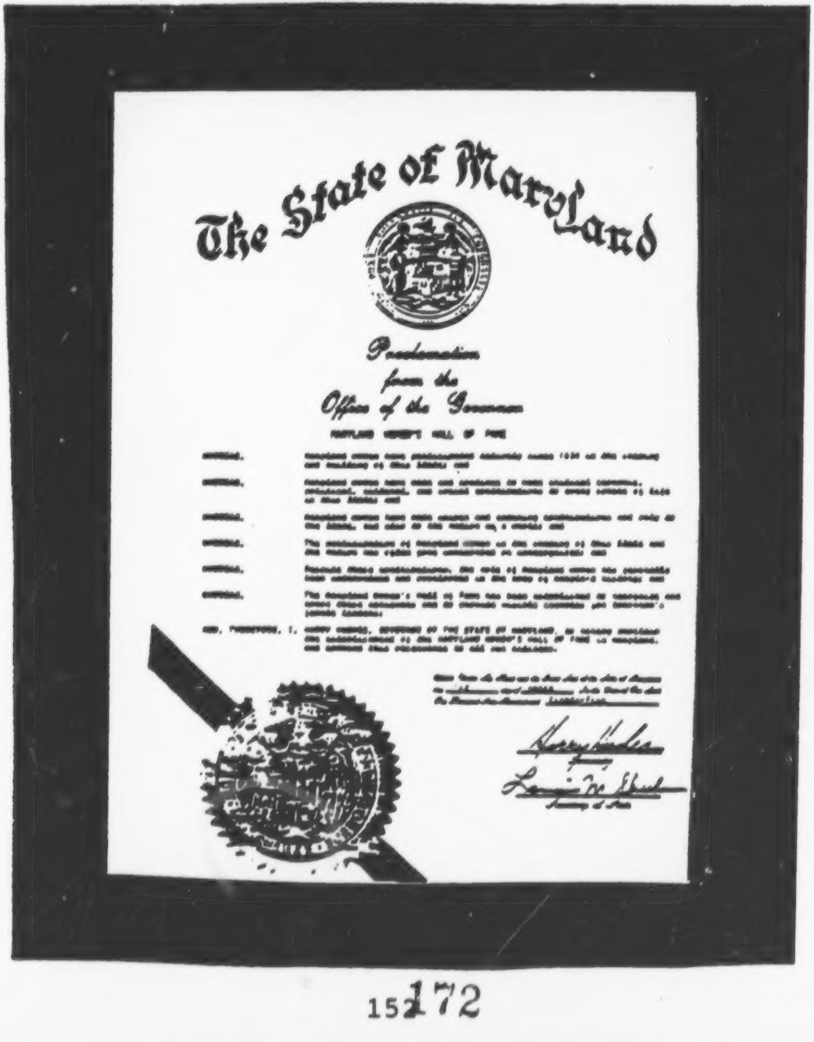
Born in Boston, Mass., McAuliffe held a master's degree in education from Bowie State College in Bowie, Md. She held a variety or teaching assignments, all in junior high and high school, and was a member of the National Council of Social Studies. She was married with two children.

MARYLAND WOMEN'S

HALL OF FAME

MARYLAND WOMEN'S HALL OF FAME

In celebration of its 20th anniversary, the Maryland Commission For Women joined the women legislators of the Maryland General Assembly in 1985 in establishing a Maryland Women's Hall of Fame. It was established to recognize and honor Maryland women who have made significant economic, political, cultural, and social contributions to every sphere of life in the State. In acknowledgement of the active participation of Maryland women in the shaping and building of the State, Governor Harry Hughes issued a proclamation proclaiming the establishment of the Maryland Women's Hall of Fame.



The State of Maryland

Proclamation
from the
Office of the Governor

MARYLAND WOMEN'S HALL OF FAME

Five individuals, three historical women and two contemporary women, will be selected each year. Their names will be inscribed on a plaque displayed at the Maryland Hall of Records in Annapolis, and they will be profiled in the Maryland Women's History Week Packet.

The 1986 honorees are:

- Lillie Carroll Jackson
- Henrietta Szold
- H. Margret Zassenhaus
- Saint Elizabeth Ann Seton
- Jeanette Rosner Wolman

Profiles of these women appear on the following page.

Individuals and organizations are encouraged to recommend the names of women to be considered each year for induction into the Maryland Women's Hall of Fame. A nomination form is included in this packet. Nominees must have made a lasting contribution which has had a significant influence in the State of Maryland or in the Nation. Nominees must also be native-born Marylanders or current residents of the State. If deceased, nominees must have lived in Maryland for at least ten years.

- -

Several Maryland women have also been honored in the National Women's Hall of Fame in Seneca Falls, New York. These include:

Mother Elizabeth Seton--first American woman canonized as a saint

Clara Barton--founder of the American Red Cross

Harriet Tubman--activist who led slaves to freedom via the Underground Railroad

Rachel Carson--noted environmentalist, scientist, and author

Helen Brooke Taussig--developer of the "blue baby" heart operation

The National Women's Hall of Fame was established in Seneca Falls, the birth place of women's rights since 1848, to provide a permanent place of honor for America's most outstanding women. The Hall has been open since July, 1979, and visitors can learn about the important contributions, often against tremendous odds, that these women have made to our country.

1986 HONOREES -- MARYLAND WOMEN'S LL OF FAME

SAINT ELIZABETH ANN SETON
(1774-1821)

Saint Elizabeth Ann Seton, known as "Mother Seton," is special to all Americans for historical, humanitarian and spiritual reasons. Though born in the New York City area, she lived in Maryland from 1809 until her death.

Widowed at the age of 29 with five children, she converted to Catholicism to the dismay of many friends and relatives. Life became difficult for her - money was scarce, her husband's shipping business was unstable, and the school she had established to support herself and her children was unsuccessful. With encouragement and assistance from John Carroll, the first Catholic Bishop of Baltimore, Seton came to Baltimore and established the first free school for girls in 1808. This school, which was the forerunner of the Catholic school system, soon outgrew its original location on Paca Street and moved to Emmitsburg, Maryland in 1809.

Seton, in consultation with Bishop Carroll and in fulfillment of her desire to devote the rest of her life to education with a religious orientation, agreed to found a religious order of women for this purpose. In 1809, the First American Religious Order for Women, was founded as the Sisters of Charity. From its beginnings in Baltimore this religious order, that later developed into the Daughters and Sisters of Charity, has spread throughout the United States and to several foreign countries. Since 1814 Mother Seton and her religious daughters have established schools, orphanages and hospitals, and performed other charitable work throughout the world.

On September 14, 1975, Pope Paul VI proclaimed that "Elizabeth Ann Seton is a Saint," making her the first native born American to be canonized by the Roman Catholic Church. The National Shrine of Saint Elizabeth Ann Seton is located in Emmitsburg, Maryland.

HENRIETTA SZOLD (1860 - 1945)

LILLIE CARROLL JACKSON (1889-1975)

NOTE: See PROFILES section for biographical information

H. MARGRET ZASSENHAUS (1916 -)

JEANETTE ROSNER WOLMAN (1902 -)

Born in New York City, Jeanette Rosner Wolman, has been active throughout her life in promoting equal rights for women. She studied at Goucher College, and was a member of the second year class to graduate women from the University of Maryland School of Law. She is a founder and charter member of the Women's Bar Association and became the first woman accepted as a member of the Bar Association of Baltimore City in 1956.

Through her activities, Wolman has touched the lives of many women and men alike and is an inspiration to all. She served as the first legal advisor to the Ladies' Auxiliary to the Veterans of Foreign Wars of the United States, director of the Jewish Family and Children's Bureau of Baltimore, past president of the Business and Professional Women's Clubs, member of the Board of Trustees of Montrose School for Girls and on the Maryland Commission for Employment of the Handicapped. She has been an active member of the Baltimore Hebrew Congregation and Congregation Sisterhood.

Wolman's lifetime of activity and participation have not gone unnoticed. She was selected for the first Maryland Distinguished Woman Program of the Girl Scouts in 1981. She was voted Woman of the Year by both the Baltimore Chapter and the State Federation of Business and Professional Women's Clubs and inducted into the Baltimore City Commission for Women's First Annual Hall of Fame.

The first Maryland Commission on the Status of Women, established in 1965, was due largely to Wolman's tireless efforts and unstinting dedication. She was appointed by Governor Tawes to be the first chair of that Commission and was reappointed in 1968. She continued to serve on the Commission under Governors Agnew, Mandel and Hughes. She presently is the Honorary Chairwoman of the Maryland Commission for Women.

A POTPOURRI OF
WOMEN'S HISTORY ACTIVITIES

This section includes the following materials:

. Introduction: Infusion of Women Into the Curriculum

An overview of how to incorporate information and activities about women into all curricular areas.

. Student Activities (K-12)

Developed in recent years by Maryland students and teachers, these reproducible activities are grouped by grade levels: primary, elementary, middle, and secondary. Note that several activities are suitable for all grades, and are identified as Elementary/Secondary. These are grouped with the elementary activities.

. Sample Activities

Several pages provide samples of how individual Maryland schools, school systems, and colleges have celebrated Women's History Week in past years.

. Community Activities

Examples are given of how community groups have commemorated Maryland Women's History Week.

March is
Women's
History
Month!

PLEASE POST PLEASE POST

CELEBRATING
MARYLAND WOMEN'S HISTORY
MARCH, 1987

WHAT

The month of March has been designated Women's History Month, when schools and communities throughout Maryland will be commemorating the historical and contemporary contributions of women in our state. The theme for 1987 is MARYLAND WOMEN AND SOCIAL REFORM: MAKING A DIFFERENCE. Resource materials and activities will focus on women who have worked in bringing about change to build a better society in areas from health and education to law and civil rights.

HOW

Schools, community groups, and libraries will be planning such activities as assemblies, bulletin board displays, research reports, skits and plays, interviews, special newspaper editions, guest speakers, creation of original poetry and essays, women in careers programs, and radio and public address announcements. A packet with biographical profiles of past and present social reformers, a resource directory, and a speakers list will be distributed to all schools in January.

FOR MORE INFORMATION:

State Contact: Linda Shevitz,
Maryland State Department
of Education (659-2230)

Maryland Commission
for Women (383-5608)

Local Contact:

INFUSION OF WOMEN INTO THE CURRICULUM

By Susan R. Shaffer
Mid-Atlantic Center for Sex Equity

OVERVIEW

If you are looking for additional classroom activities about women's history -- this section is for you! The Maryland State Department of Education and the Maryland Commission for Women have recently received requests from teachers who want to know how other schools and communities celebrate National Women's History Month. This section includes sample lessons from the first celebrations held in 1981 to 1986, as well as some general activities developed by the Maryland State Department of Education. You will see exemplary activities representing the richness and diversity of Maryland public schools and organizations. For your convenience, we have separated the lessons into elementary and secondary levels. Please review both levels in order to determine which lessons are most appropriate for your students. Following the individual school activities are sample school system and community programs.

The goal of the planning committee for National Women's History Month is to encourage the use of these activities throughout the school year, not just during the celebration month. This goal is part of a national commitment among women's historians to translate the curriculum to incorporate the scholarship on women. This is a slow and challenging process, one that we hope you will be stimulated to participate in by your involvement in National Women's History Month.

TRANSFORMATION

What does transforming the curriculum to incorporate scholarship on women mean?

It is filling the gaps missing in traditional courses in every discipline, correcting the omission of women's contributions, and creating an awareness of the important roles women have played in every sphere of our nation's life and history.

Unfortunately, a lot of the work has not yet filtered down to the elementary and secondary levels of education, but the work done through women's history projects is a substantive first step. Where do we go from here? A Native American (American Indian) once said, "The way to cross a river ...is to cross a river..."

The following is a list of strategies that you can use to begin the process of integrating women more fully into the curriculum.

- Expand the use of these materials into other curricular areas and use them throughout the year.

- Take a little piece at a time. For example, look at history with a new perspective. Instead of viewing history from a traditional political or economic perspective, choose one content area (e.g., colonial, first Americans, labor and immigration) and analyze it from a social or family history perspective (e.g., labor period: study the changing relationship between men and women's roles in production).

- Use supplementary materials to augment lessons (see lesson plans from this section).

- Involve the students in investigations of their textbooks and other materials to determine for themselves gaps, omissions and biases (e.g., review literature textbooks for the inclusion of women authors).

- Learn about how people live and work in a variety of ways. For example, students can study diaries, journals, letters, folklore, quilts, music, art and oral traditions of different cultures.

The purpose of these strategies is to get past the "add-women-and-stir" method of the last decade. A transformation of the curriculum requires a re-thinking of traditional history, philosophy, economics, mathematics, literature, as well as other disciplines. These additional lesson plans can assist you in participating in this transformation.

Please remember to send your ideas, copies of student materials, and lesson plans to the staff at the Office of Equal Opportunity, Maryland State Department of Education (200 West Baltimore Street, Baltimore, Maryland 21201), so that these ideas can be shared and incorporated into future women's history materials.

Write Women Back Into History

TO DO: Draw a picture about a Maryland woman you have learned about. Write a sentence telling something about her.

GOOD NEWS

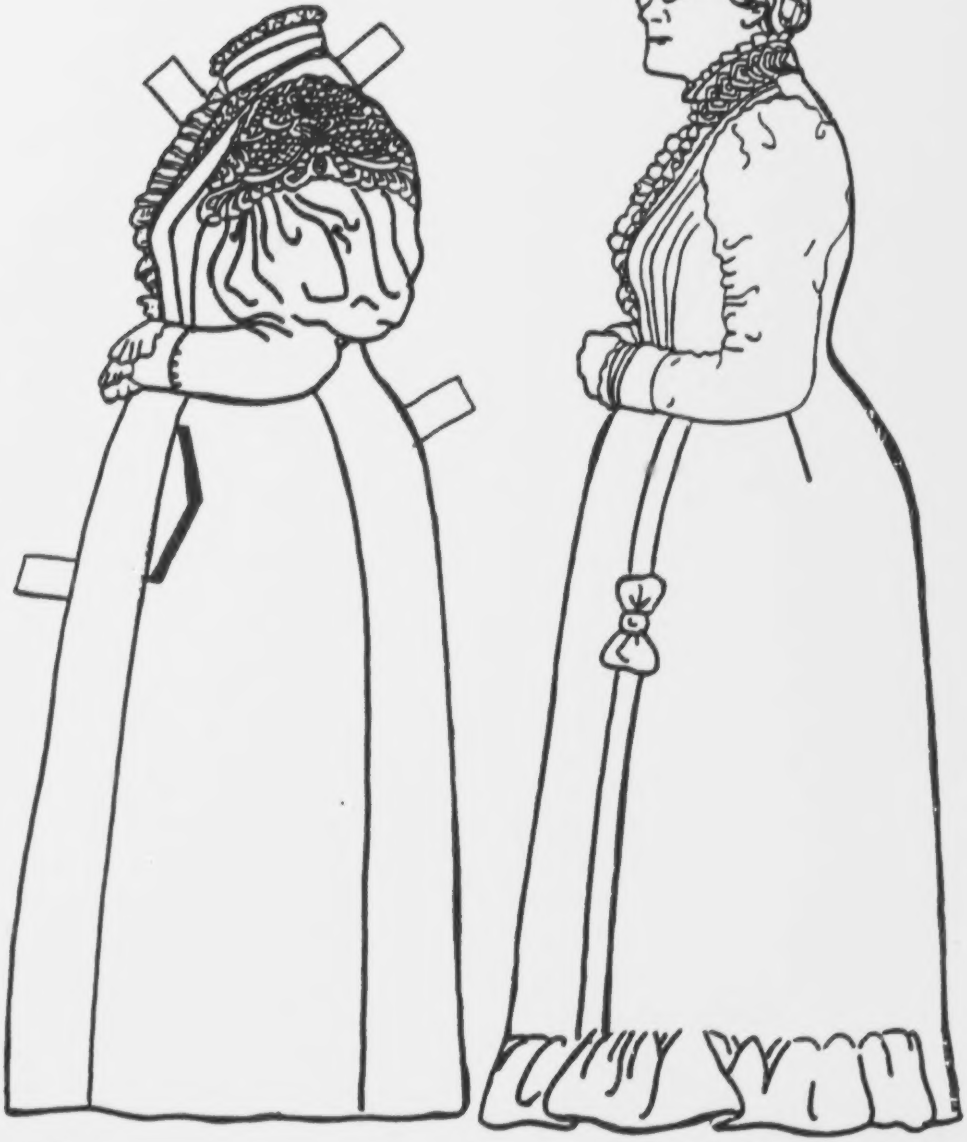
SHOWING THE WAY

TO DO:

1. Draw and cut out pictures to create stick puppets or flannel board characters representing notable women.

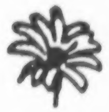
2. Present a puppet or flannel board show telling information about the women you select.

SUSAN B. ANTHONY



ARTIST: Barbara Hunt
Sacramento City Unified School District

SOURCE: Women's History Week Curriculum Guide, National Women's History Project, 1984



Abbye Sheltzer - Kindergarten Teacher

Glen Haven Elementary School

SUSAN B. ANTHONY LESSON PLAN CONTEST

Lesson Title:	Women at Work
Grades:	Kindergarten - First
Instructional Objective:	To gain information about various jobs women hold in society.
Performance Objective:	The children will make a collage of Susan B. Anthony showing pictures of women in various jobs, traditional and nontraditional
Recommended Use:	To display finished product that demonstrates the jobs held by women.
Instructional Activities:	The children will: 1. Discuss displayed pictures showing women in a variety of occupations. 2. Discuss basic ideas of Women's Rights and Susan B. Anthony's role in the Equal Rights Movement. 3. Cut pictures from old magazines showing women at work. 4. Paste the pictures on a large blank profile of Susan B. Anthony.
Additional Activities:	The children will: 1. Find out about the occupations of women in their families. 2. Find out what occupations their grandmothers, great aunts, etc. had. Discuss the difference between the jobs of this generation and the last. 3. Draw pictures depicting these jobs. 4. Dramatize a variety of nontraditional jobs for women. 5. Make puppets demonstrating women in nontraditional careers.
Materials:	1. Large profile of Susan B. Anthony (approximately 25 x 30) 2. Old magazines to cut 3. Scissors and paste

Some curriculum ideas to use with primary age students.

WOMEN'S HISTORY IN THE CLASSROOM!

Shared by JEANNE CLIDAS

HOW TO BEGIN

First graders are inately curious and have an incredible sense of awe and justice. Each year for Women's History Week, I plan an activity based unit which will allow the children an opportunity to learn about some of our famous women ancestors. I always begin my units by asking the children to name as many famous men as they can. I write all the names on the board (there are usually quite a lot of them). I then ask them to list all the famous women they know. The list is inevitably much shorter. One year the only ones they thought of were "George Washington's wife" and Madonna, interestingly! This activity seems to dramatically show the children why we have Women's History Week.

100 FAMOUS WOMEN

One year the class I was working with was unable to think of any famous women. We decided to try and find "100 Famous Women" and talked about how we could do that. By March most first graders where I teach are able to read fairly well, so I sent them home with the task of finding pictures of famous women. They were also told to find out what their claim to fame was.

By the end of the week we had close to three hundred pictures of famous women and the families of the students in my class had begun to be as involved as the children were. One mother and father had spent several hours looking through old magazines and books and had sent a list of fifty with their daughter. The mother also told me that she and her husband had had a serious argument over what they should consider famous when looking for women to include.

During this week I also read the class many books about women and then had them write their own versions of the stories. We published these stories in a magazine with illustrations drawn by my student authors.

FAMILY BOOK REPORTS

The last first grade class I taught had a very active parent group. Many of the children were also the youngest member of their family. When we started talking about Women's History Week, one of the children suggested that they could do reports "like the big kids do" as part of our celebrations. I liked the idea but unfortunately did not have enough books at their reading level. After thinking about their earnest interest in doing something important and grownup, I decided to have them take the harder books home and do the report with a family member.

The children liked this idea and were able to do their projects because someone helped them with the reading. The children wrote out a report (some with help and some independently) and then we had an afternoon of sharing what they had learned. Many children took some of the other books home to share with their families. The project worked because of the family involvement and the motivation of the students. It could easily be adapted to older children or by having an upper grade class work with a younger one.

SOURCE: Women's History Network News, National Women's History Project, October, 1986

Marlene Kailsohn
New Hampshire Estates Elementary
Susan B. Anthony/Sojourner Truth
Lesson Plan Contest

STUDENT ACTIVITY
Primary

Lesson Plan: AN A-B-C of WOMEN

Grade Level: Head Start- Grade 3

Objectives:

I. To introduce primary students to
  a) some famous women
  b) their achievements
  c) wide range of career options for women

II. To give students from many different cultures an opportunity to learn about women with a variety of backgrounds who have achieved in many professions.

III. To heighten school spirit by involving the entire school population in a common school project.

Procedure:

I. Each teacher selects a letter of the alphabet for their learning activities about groups of women, individuals, or events that contributed to our history. If possible, the ethnic background of a person is indicated.

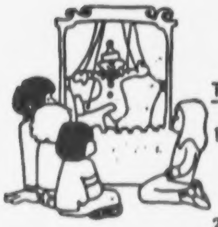
II. Teachers have students write about the woman, draw pictures, create murals, etc.

III. These activities are put on display in the building with each letter of the alphabet and an invitation to students and visitors to take the Alphabet Walk.

Optional: Photos are taken of the students working and the finished displays. A script is written to include the historical information. These are used to produce a slide/tape presentation to show next year during Women's History Month.

Some ideas for the ALPHABET:

A	AUTHORS: Anita Lobel, Eloise Greenfield, Betty Lee Sung ASTRONAUTS: Sally Ride, Judy Resnick
B	Pearl BAILEY, Mary McLeod BETHUNE
C	Shirley CHISHOLM, Rachel CARSON
D	DANCERS: Marie Tallchief, Katherine Dunham
E	Amelia EARHART
F	Aretha FRANKLIN
G	Ella GRASSO, Althea GIBSON, Yvonne GOOLAGONG
H	Mother Clara HALE
I	ICE SKATERS: Peggy Fleming, Dorothy Hamill
J	JUSTICE Sandra Day O'Connor, JADE Snow Wong
K	Helen KELLER
L	Susette LA FLESCHE
M	MUSICIANS: Marian Anderson, Mahalia Jackson
N	NEWSCASTERS: Connie Chung, Renee Poussaint
O	OLYMPIC Gold Medalists: Mary Lou Retton, Joan Benoit, Valerie Brisco-Hooks
P	POETS: Gwendolyn Brooks, Phyllis Wheatley
Q	QUEEN Lydia Liliuokalani
R	ROSA Parks, Ernestine ROSE, Jeanette RANKIN
S	SACAGAWEA, Henrietta SZOLD
T	Sojourner TRUTH, Harriet TUBMAN
U	UNFORGETTABLE Suffragettes: Elizabeth Cady Stanton, Susan B. Anthony, Amelia Bloomer
V	VICE Presidential Candidate: Geraldine Ferraro
W	WEST Point Cadet Jean Nguyen
X	eXCELLENCE in Science: Antonia Caetana De Paiva Pereira Maury
Y	Dr. M. Louise YOUNG
Z	ZORA Neale Hurston



TO DO:

1. Plan a puppet show telling a favorite story or poem by a Maryland woman author such as Lucille Clifton, Miriam Cohen, or Nancy Patz.

2. In the space below, make an invitation to your show or draw what your puppet will look like.

SHOWTIME!

MAKING A DIFFERENCE

Judith Feola, Art Teacher
Lakewood Elementary - Rockville

Sojourner Truth/Susan B. Anthony Lesson Plan Contest

Lesson Plan: Women's Work--An A B C of Jobs

Grade Level 2-4

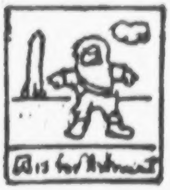
Objectives: To create an awareness of job possibilities for women by writing & illustrating an A B C of Jobs.

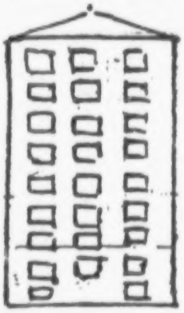
To reinforce the objective by means of art, language and creative drama activities.

To create a group project 3x7 banner with cut paper collage to illustrate the A B C of Jobs.

Materials: Chart paper, markers, 5x7 cards, crayons, glue, manila and assorted construction paper, cloth and collage materials, scissors, 3x7 mural paper. (optional--pattern of figure)

Procedure: On chart paper, list letters A to Z; Using discussion elicit a list of jobs from A to Z which class feels are available to women. Suggest more than one for each letter so that all possibilities are explored. (Write them on 5x7 cards as well.)
When list is complete, briefly discuss uniforms, hats, implements, etc., which are particular for each job. Awareness of these visual elements will serve as a basis for more detailed illustration.





Art Lesson: On manila paper, children will outline a figure (use pattern of figure for younger children). Distribute 5x7 cards with jobs or have children choose one from list. Using construction paper, crayons, cloth, etc. children will finish figure to represent a particular job. Mount figures on 10x10 construction paper. Children add appropriate background details for each job. Glue 2" white strip along bottom of square. Label, using cut paper capital letter and markers. (See diagram) Combine squares on banner.

Language Lesson: Create a two line verse about job (see attached materials which have been developed for previous classes. Illustrations could also be created for publication in "kit" form).

Write job description. List vocabulary and terminology associated with particular jobs. Use yellow pages to find number of women in certain job listings.

Creative Drama Lesson: Distribute 5x7 cards with jobs printed on them. Use them for mime, role playing and spelling activities. Have interviews with job holder. Play "What's My Line."

Evaluation: Children will become aware of wide range of jobs available to women. Children will reinforce ideas through individual creative expressions.

(Continued on next page)

A B C WHAT WILL YOU BE?

A is for Astronaut, there are just a few
They train to be part of the space shuttle crew.

B for beautician with sprays and shampoo
She'll cut set and style for a new looking you.

C for Cashier, she totals the bill
And makes change for you from the cash register till.

D is for Dentist, if you brush with care
You'll only need an a pointment twice a year.

E is for engineer, drafting her plans
For houses, apartments and wide river spans.

F is for Florist designing bouquets
To take to a friend or to send far away.

G is for Gardener, tending the roses,
Spraying and raking and sprinkling with hoses.

H is for Housewife, busy all day
Running the house while her family's away.

I for the Illustrator with paints, ink and pads,
She makes pictures of books and magazine ads.

J is for Judge, she makes wise decisions
To acquit, set bail or send someone to prison.

K for the Kennel keeper, leave a pet there
She'll train, groom or just handle with care.

L for the Lawyer starting out as a clerk
Justice for all is her life's work.

M for the Mail-lady, delivering letters
Remember the zip-code, it'll move them much better.

N for the Newswoman, she goes to the scene
And reports the news on your home T.V. screen.

O for the Operator, she gives you assistance
If your calling collect to someone long-distance.

P for Policewoman, always on call
She's ready to serve, protecting us all.

Q is for Queen, a unique occupation
Preserving tradition in a monarchy nation.

R for the racer, track-style or drag
Speeding her way to the black checkered flag.

S is for Scientist, microscope at her side
Searching for secrets on tiny glass slides.

T is for Truckdriver, 18 wheeler or 4
Convoys from Seattle to Maine's eastern shore.

U is for Umpire, her job is to call
If the pitcher throws a strike or a ball.

V for Veterinarian, a doctor for dogs
Or monkeys or kittens or horses or hogs.

W is for Weathergirl, will it be fair and warm
Or does the radar reveal a big thunderstorm?

X for the X-ray Technician, looking right through your skin
To make sure nothing's broken, somewhere within.

Y for the Yardmaster with a red lantern light
Directing train traffic on tracks left and right.

Z is for Zookeeper, she needs lots of help
At mealtime to answer each roar, screech and yelp.

A B C through X Y Z
What in the working world will you be?

BEING A GRIOT

A griot was an African storyteller who collected popular spoken stories from the community and told or sang these stories so that they would not be forgotten. In this way stories were passed down from grandparents and parents to children over many hundreds of years. There are still griots today who share their stories.

TO DO:

1. Ask your mother, grandmother, aunt, or other relative or older woman in your community to tell you a story they heard about their family from their mother or grandmother.

2. Become a griot and tell that story to your class. If you wish, draw a picture to go with your story, or make a puppet to help you tell the story.

3. Find some music from a record at school or home to use in the background while you tell your story.

STUDENT ACTIVITY

Primary/Elementary

ABOUT A MARYLAND WOMAN

WAYS TO SHARE A BOOK

TO DO:

After reading or listening to a book about a notable woman, complete some of the following activities.

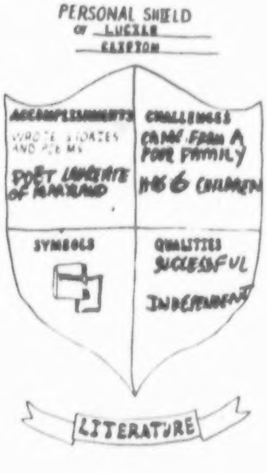
PRIMARY/ELEMENTARY

1. Make a poster to advertise a book. For such posters, paint, crayons, chalk, paper sculpture, ink, cut-out pictures, real materials, and other things can be used.
2. Construct a miniature stage setting for part of a story. For such settings, use a cardboard, wooden, or metal box. Discarded materials and odds and ends can be used for the background and props. Small dolls of various kinds, wire or pipe cleaner forms, papier mache figures, or any other suitable ones can be used as characters. Toys of various kinds are useful in creating such settings.
3. Decorate a book jacket in any desired manner and write an advertisement to accompany it.
4. Create a series of original illustrations for a story.
5. Make a "movie" of a book by drawing a series of pictures on a long sheet of paper, fastening ends of the paper to rollers, turning the rollers to move the pictures into view.
6. Write or tell the most humorous incident, the most exciting happening, the most interesting event, the part liked best, or the saddest part of the book.
7. Tell part of the story using background music.
8. List new, unusual, and interesting words and expressions found in the book. Also identify 10 words that the author uses to show action, 10 to describe a character, and 10 to describe a place.
9. Write a letter to a friend or to the librarian to recommend the book.
10. Create a puppet show to illustrate the story.
11. Advertise the book over the school's public address system.
12. String a cord, captioned "A Line of Good Books," across the class. Hang paper banners from it on which are written or drawn names of author's books.
13. Use clay, soap, wood, plaster, or some other kind of modeling materials to make an illustration for a book.
14. Write a letter to the book'sauthor telling what you liked about the book and asking her questions about how she wrote the book.
15. Other________________________________

HEBBVILLE ELEMENTARY SCHOOL

- Showcases
- Papier maché of sculptures and drawings of women workers
- Personal Shield posters
- Drawings and descriptions - "Important Women in My Life"

A telephone repair woman
Lady doc
WOMEN AT W


PERSONAL SHIELD
OF LUCILE
CLIFTON
ACCOMPLISHMENTS
WROTE STORIES AND POEMS
POET LAUREATE OF MARYLAND
CHALLENGES
CAME FROM A POOR FAMILY
HAS 6 CHILDREN
SYMBOLS
QUALITIES
SUCCESSFUL
INDEPENDENT
LITERATURE

Activities for Grades 1—6

- Introduce students to biographies of women in U.S. history. Each student in turn can then develop a diorama, decorate a cake, make a mask, puppet or costume for one woman who especially captures her/his interest and do an explanatory presentation to the class. The entire assemblage can form the base for a school "women's history museum" in the classroom or library, with other classes invited to the opening ceremony and student-conducted tours.
- Arrange for a storyteller or parent to dress in appropriate costume to circulate in your school telling stories about real American women, past or present. As a language arts exercise, the students might ask her questions about the stories, transcribing her responses for a class report.
- Discuss with your class the daily needs of a family for bread, soap, indoor lighting, butter, clothing. How were these needs accommodated in the earlier days of this country? Who did this work? How did a family's needs vary by the climate where they lived? Try your hands at weaving, baking, churning, candle-making. Calculate how often these domestic activities would have to be undertaken to supply the daily, weekly, and annual needs of a family with six children.
- Invite a woman working in a nontraditional job to share her experiences with your class. In advance, have the students prepare interview questions to ask her about the training her work required, what got her interested in this work initially, what she especially likes about the work she does, what its drawbacks are for her, and what her future plans are for her working life. A guessing game to determine just what her work **is** in the first place can be fun, such as "Twenty Questions" or "What's My Line?"
- Start a collection of pictures and articles from magazines, newspapers and advertisements depicting women in traditional and non-traditional activities. Which are easier to locate? What are the adult women in your students' lives doing that the images represent? Create a mural telling the story of these lives and images to hang outside of your classroom for visitors and other students to see and consider.
- Observe the birthdays of our foremothers throughout the year as you do our forefathers—special bulletin boards, classroom lessons, art projects, films, stories, skits. Birthday cakes decorated by the students to represent the life work of the birthday woman add to the impact and sense of importance, of course!
- Announce a shoebox float contest and miniature parade on a selected theme dealing with women in U.S. history. Possible ideas: women in sports, women work for the right to vote, native and colonial women work to provide for their familes. A student committee can design, make and present ribbons to all participants, and announce each float during the parade.
- Create a special "dinner party" patterned after Judy Chicago's art piece. Each student decorates a paper plate to tell about a special woman in history that she/he has learned about. Place the decorated plates on paper placemats, decorated to compliment each plate. Finish the settings with plastic utensils. Combine these place settings with a "heritage floor": sheets of colored paper with the name of each student's mother and a brief statement about the work she does in her home and/or out of her home. With the settings on desks arranged in a square, the heritage floor tiles inside the enclosed area, the tiles are safe from footprints and provide a visual connection between women of yesterday and women in the students' lives. Be sure to invite in your classroom parents for a viewing!
- "Piece" a quilt of construction paper collage squares, each depicting a scene from the life of a particular woman. Display these together on a dark background for maximum effect.
- As students learn about the lives of the women closest to them—their ideas, work, childhoods—they gain a greater understanding of these women and of the society around them. Create a list of questions with your class that they would like to ask of an aunt, their mother, or a woman who helped raise them. After the students state their questions, organize the list into topics and copy the questions for each student (avoid questions easily answered with only a "yes" or "no"). Rehearse as a group how to conduct an interview and record answers. Have each student write a report on the woman they interviewed. Use the reports to discuss the similarities and differences of the women's experiences.

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P.O. Box 3716, Santa Rosa, CA 95402 (707) 526-5974

STUD ACTIVITY

Elementary

WRITE a poem, story, song, skit, play or article about a Maryland woman or women	**COLLECT** newspaper and magazine articles about Maryland women	**READ** a book by a Maryland woman author and share your reaction to that book
CREATE an art project portraying women using sculpture, sketching, fiber art, collage, or photography	**FREE** * Design and complete your own activity *	**LISTEN** to music by women composers and performers and identify the music you enjoy the most
DRAMATIZE important events in a Maryland notable woman's life through a dance, skit, pantomime, radio or television performance, or puppet show	**INTERVIEW** a Maryland woman and record your interview on tape, camera, or in writing	**DESIGN** a bulletin board, mural, display, filmstrip, or slide-tape presentation about the history of women

TO DO:

Complete any three activities on the Tic Tac Toe chart--moving across, up and down, or diagonally.

INFORMATION ABOUT NOTABLE WOMEN

Activity developed by Emma Mullaney, Rock View Elementary

Objective: To make students aware of the materials available that deal with women

To focus attention on women

1) Bulletin Board exhibits pictures of the following women (with no names) with the following titles:

Mary McLeod Bethune -- Fighter for Race Equality
Louisa May Alcott -- One of the First Women Authors
Amelia Earhart -- Sky Pioneer
Georgia O'Keefe — Foremost Woman Painter
Elizabeth Blackwell -- First Woman Doctor
"Babe" Didrikson Zaharias -- Athletic Marvel
Marian Anderson -- The Magnificent Voice
Susan B. Anthony -- Staunch Women's Righter
Helen Keller, Annie Sullivan — Victor's Against Darkness
Eleanor Roosevelt -- Citizen of the World

2) Worksheet in pocket on board with the various names to be matched to number of each picture after research by student.

3) Short summary paragraph to be written about each woman (number determined by ability level).

4) Bibliography given to students for books available at local library and school library.. Book of student's choice to be read for outside reading assignment for the month of March. 400 bonus points given.

5) One half of bulletin board devoted to current pictures and titles of women that have been contributed by students. Name of women withheld by teacher. Final worksheet with matching names produced.

6) Oral presentation of current women by student contributor.

BIBLIOGRAPHY OF MATERIALS

The following women have biographies written by or about them. They can be found by using the first 3 letters of their last name and the call number 92 (ex. 92 Ang will get you: I Know Why the Caged Bird Sings)

Bella Abzug
Jane Adams
L.M. Alcott
Elizabeth Garrett, M.D.
Maya Angelou
Fanny Burney
Mrs. Benedict Arnold
Jane Austen
Gladys Aylward
Pearl Bailey
Emily Barringer
Clara Barton
Gertrud Stein
Martha Berry
Mary McLeod Bethune
Elizabeth Blackwell, M.D.
Margaret Bourke-White
Mary Brent
Fanny Brice
Charlotte Bronte
Tabitha Brown
E.B. Browning
Pearl Buck
Carol Burnett
Catherine II, Emp. of Rus.
Catherine De'Medici
Edith Louisa Cavell
Claire Lee Chenault
Shirley Chisholm
Olivia Clemens
Cleopatra
Jacqueline Cochran
Catherine Cornell
Marie Curie
Agnes DeMille
Klondy Nelson Dufresne
Katherine Dunham
Amelia Earhart
Sarah Emma Edmundson
Elizabeth I, II
Chris Evert
Edna Ferber
Roberta Flack
Anne Frank

Aretha Franklin
Indira Gandhi
Deborah Sampson Gannet
Althea Gibson
Lillian Evelyn Gilbreth
Svetlana Gouzenko
Martha Graham
Julia Boggs Grant
Rose Breenhow
Connie Myers Guion
Sarah J. Hale
Dorothy Hamill
Carol Heiss
Isabella
Madeline Manning Jackson
Rachel Jackson
Sarah Livingsón Jay
Martha Jefferson
Mary Jemison
St. Joan of Arc
Mother Mary Harris Jones
Josephine
Helen Keller
Jacqueline Kennedy
Elizabeth Kenny
Billie Jean King
Coretta Scott King
Jill Kilmont
Issa Kobaysahi
Olga Korbut
Rene Theophile Laennec
Madame Lafayette
Marjorie Lawrence
Emma LeConet
Mother Ann Lee
Lois Lenski
Mary Todd Lincoln
Jenny Lind
Juliette Low
Betty MacDonald
Anne (Sullivan) Macy
Dolly Madison
Marie Antoinette
Maria Martinez Montoya

Mary Stuart
Golda Meir
Maria Mitchell
Olivia Newton-John
Florence Nightingale
Valentina Tereshkova
Annie Oakley
Mary O'Connor
Vyaya Lakshmi Pandit
Anna Pavlova
Pocahontas
Anna Poltoralzky
Johanna Reiss
Rose Resnick
Ellen Richards
Linda Richards
Eleanor Roosevelt
Betsy Ross
Diana Ross
Helena Rubinstein
Sacajawea
Sansan
Moira Shearer
Mary Shelley
Carly Simon
Margaret Chase Smith
Elizabeth Cady Stanton
Lucy Stone
Harriet Beecher Stowe
Barbara Streisand
Maria Trapp
Sojourner Truth
Harriet Tubman
Martha Washington
Phyllis Wheatley
Maia Wojciechowska
Jade Snow Wong
Regina L. Woody

STUDENT ACTIVITY
Elementary

INCORPORATING WOMEN INTO THE CURRICULUM

Created by Ms. Dawn Capron
Woodlin Elementary School

Objective-To create a boardgame that will highlight the achievements of individual women, as well as milestones achieved and obstacles encountered in the quest for equal rights for women.

Procedure-

I. Aquiring Background Information
Divide the class into the following three research committees:

A. Women of Achievement - This committee will list individual women who have made outstanding contributions in the fields of science, math, space exploration, sports, government, etc. Each field could be researched by a "sub committee".

B. Milestones Achieved in the Quest for Women's Rights - This committee will list events which have advanced the cause of equal rights for women. The list could include; women's suffrage, appropriate supreme court decisions, introduction of ERA, appointments/elections of women to high posts, etc.

C. Obstacles Encountered in the Quest for Women's Rights - List as above. The list could include lack of women suffrage, rejection of ERA, popular prejudices such as "a women's place is the home", lack of institutions of higher education that accept women, etc.

II. Constructing the Boardgame (use heavy poster board)

A. Designage a "start" and "finish" with squares to be traveled on in between.
Most squared name a woman of achievement with the accompanying brief biographical data.
Interspeрce these with squares labeled "Penalty" and "Advantage".

B. Write each milestone on an "Advantage Card" to be stacked in the middle of the boardgame. Example - "Women get the right to vote, move ahead 5 spaces".

C. Write each obstacle on a "Penalty Card", also to be stacked on the boardgame. Example - "Women lack the right to vote. Go back 5 spaces". (The class will decide the number of advantage or penalty points for each card).

III. Playing the Game

A. A spinner or die dictates the number of spaces to be advanced.

B. When a player lands on a biographical square the woman's name is read aloud as is the biographical data. (Once the players are familiar with the game all biographical data could be covered and the player would have to recall it in order to remain on the space).

C. If a player lands on a "Penalty" or an "Advantage " space, a card would be drawn from the appropriate stack and the directions followed.

D. The first player to reach the "finish" square (possibly labeled "Equal Rights for All") wins the game.

TO DO AND DISCUSS:

STUDENT ACTIVITY

Elementary

REPORTING WOMEN'S HISTORY MONTH EVENTS

1. Read the excerpts below from a Maryland school newspaper. How did Westside Intermediate School celebrate Women's History Week?
2. Discuss with your class how you can commemorate Women's History. Plan and present some type of program for your class or school. Publicize your program in the school paper.

Women's Week

WESTSIDE INTERMEDIATE SCHOOL
Hebron, Maryland

NATIONAL WOMEN'S HISTORY WEEK

Westside Intermediate School observed National Women's History Week through activities in the classroom, on public television and daily speakers who talked of the role of women in the media, military service, professions and government. Also, black women and their contributions and women in the Progressive Era were discussed.

The purpose of our program of activities was to create an awareness of the important roles women have played and still play in every sphere of our nation's history. We hoped to correct the omission of women's contributions to American history and at the same time create an awareness of career opportunities in all fields.

Mrs. Sami Poore, Media Assistant, and Mr. James Donohoe, fifth grade social education teacher, arranged for many of the speakers to participate.

I would like to express my personal appreciation to each of the speakers for taking time from their busy schedules to participate in our program.

Ronald G. Ayers,
Principal

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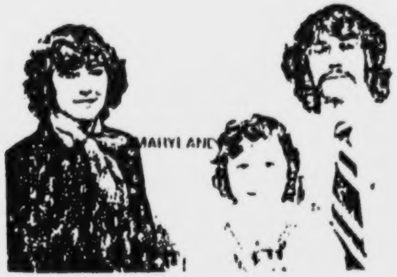


Kathi Bohn, 5th grader Melissa Messick, and teacher James Donohoe.

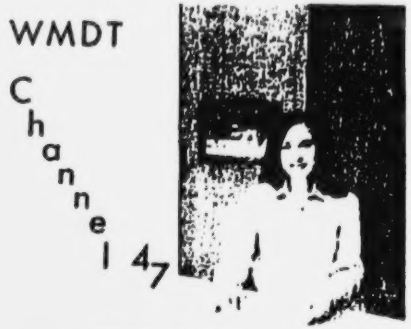
MS. KATHI BOHN

Kathi Bohn from WBOC TV was our first speaker in conjunction with Women in History Week, March 7-13. She visited our school to give us an insight on Women in the Media and to tell us what she does and how she got her job. She told us about the women pioneers of TV reporting and how the industry has changed over the past 20 years.

Ms. Bohn talked about the particulars of her job and relations with the staff at WBOC. She said there are some physical limitations but they are being overcome because of modern technology.

She said she enjoys where she is working because of the varied assignments and willing people of the Eastern Shore, but would eventually like to work in a larger market like Washington, D. C. Ms. Bohn emphasized the need to do the best you can at whatever it might be: school, job, or friendsh[illegible]

[illegible] Duper, grade 5



KELLEY ROUSE

Kelly Rouse came to visit the 5th and 6th grade of our school on March 10th. She talked about women in the media.

Ms. Rouse works for WMDT, Channel 47. She has worked there for a little over a year. She works six days a week, nine to ten hours daily. She is at WMDT at 6:30 a.m. each morning.

She works on collecting stories for the news and believes that at a smaller station you have more opportunity in different areas. Ms. Rouse says women are now operating cameras, reporters, anchorpersons and mechanics. She says public relations got her interested in a career on the news and she enjoys her job and looks forward to the exciting news shows.

Dea Whayland, grade 6

* * * * * *

STUDENT ACTIVITY
Middle

FAMOUS AMERICAN WOMEN WORD SEARCH

Created by Elizabeth Bartky, Tilden Intermediate School

TO DO:

Circle each listed woman's name, moving (left to right) diagonally, or vertically (top to bottom).

```
R T I N A P B A R B A R A M C C L I N T O C K C L A I
E C L A R E B L U C E L A U R A I W I L D E R B E R R
A A H A R R I E T B S T O W E U A N N E M L I N D G E
E G E R T R U D E S T E I N N A T N C Y R E A G A N N
R B A B A R A H S U G J M A R G A H R E T M E A D O A
I R M A R J O R I E R A W L I N G S B S A N G E R T D
L V A S A T M A R I L N Y N M O N R O E S A R A W N M
I T Z S A L L Y R I D E T T V M P Z Y R N O T M N P A
L H E L I Z A B E T H F T A Y L O R M A E E W S T E R
L S E O S A N D R A D O C O N N O R S U N E D H Y O G
I U P L E A R L J E A N K E R R B A I L E Y T I S K A
A S E L E L I S A J O D H I L A R J Y S A R A R C A R
N A N O R N H V M P R A C H E L C A R S O N E L A T E
H N M A R T H A E L O I S E E S C N B A R B A E F H T
E B D G E P Y A T H C E R E H T T E R A A N N Y Z R M
L A S O A N D Y Y S H I R L E Y J A C K S O N C O Y E
L N J E R N I F E E Y L H Y M R O D C A R O L H I N A
M T J K L O M N R M S L E S A A M D B U R N E I R H D
A H R Q P B T J U L I A W H O W E A T S A R A S E E L
N O I T S A N H B E T H M A R I A M A Y E R T H O P L
Y N T L U C Y I Y L L E C A R L T S J I L L Z O M B T
T Y J E A N O M E P E A R L B U C K J A N E T L U U J
R N I P H G L O R I A S T E I N E M I F E R O M R R S
A D N T Z B R A L I D R J O Y C E B R O T H E R S N I
C A M A R I E O F T T I K N A B Z B J E N I F N S P O
A N A D C F O R I S Z O A E A E M O F I B A A T V M L
N A L E I G H T B E T T Y F R I E D A N T Z I H O T E
D L O U I S A M A Y A L C O T T R I T A M A R Y J A N
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Jane Addams
Louisa May Alcott
Susan B Anthony
Ruth Benedict
Joyce Brothers
Pearl Buck
Rachel Carson
Shirley Chisholm
Jane Fonda
Betty Friedan
Helen Hayes
Lillian Hellman
Kathryn Hepburn
Julia W Howe
Shirley Jackson
Jean Kerr
Anne M Lindbergh
Claire B Luce
Maria Mayer
Barbara McClintock
Margaret Mead
Sandra D O'Connor
Dorthy Parker
Marjorie Rawlings
Sally Ride
Gertrude Stein
Gloria Steinem
Harriet B Stowe
Laura I Wilder

FOLLOW UP:

1. Name the field to which each woman contributed.
2. List an accomplishment for each woman.

Answers on next page

FAMOUS AMERICAN WOMEN WORD SEARCH

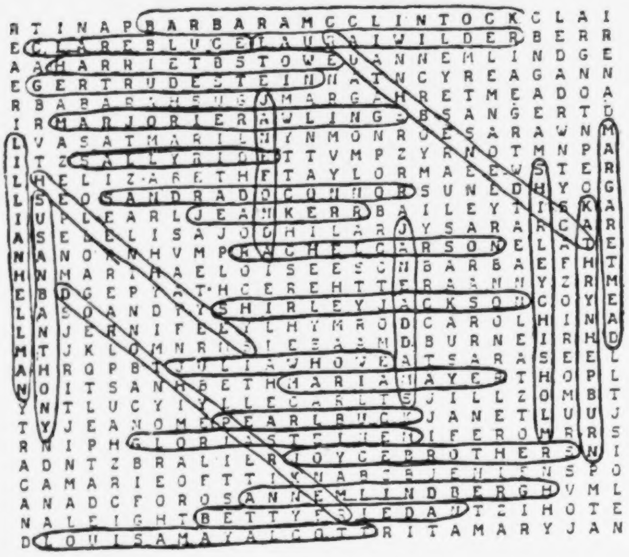
Activity for the Classroom Gr.

Objective: To create awareness of American women's contributions.

Directions: Search for, find, and circle the names.

Elizabeth Bartky
Tilden Intermediate School
February, 1984

SOLUTION



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R T I N A P B A R B A R A M C C L I N T O C K C L A I
E C L A R E B L U C E L A U R A I W I L D E R B E R R
A A H A R R I E T B S T O W E U A N N E M L I N D G E
E G E R T R U D E S T E I N N A I N C Y R E A G A N N
R B A B A R I H S U G J M A R G A H R E T M E A D O A
I R M A R J O R I E R A W L I N G S B S A N G E R T D
L V A S A T M A R I L N Y N M O N R O E S A R A W N M
I T Z S A L L Y R I D E T T V M P Z Y R N O T M N P A
L H E L I Z A B E T H F T A Y L O R M A E E W S T E R
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M T J K L O M N R I S I E E A S M D B U R N E I R H D
A H R Q P B T J U L I A W H O W E A T S A R A S E E L
N O I T S A N H B E T H M A R I A M A Y E R T H O P L
Y N T L U C Y I L L L E C A R L T S J I L L Z O M B T
T Y J E A N O M E P E A R L B U C K J A N E T L U U J
R N I P H G L O R I A S T E I N E M I F E R O M R R S
A D N T Z B R A L I E R J O Y C E B R O T H E R S N I
C A M A R I E O F T T I K N A R F J E N N I E N S P O
A N A D C F O R O S A N N E M L I N D B E R G H V M L
N A L E I G H T B E T T Y F R I E D A N T Z I H O T E
D L O U I S A M A Y A L C O T T R I T A M A R Y J A N
```

Follow-up Activities:

Name the field to which each woman has contributed

List an accomplishment for each woman named.

NOTABLE WOMEN BUSINESS CARDS

(Activity based on a design by Joyce Kaser and Susan Shaffer, Mid-Atlantic Center for Sex Equity.)

TO DO:

1. Create "business cards" in the spaces provided below for Maryland women of past and present.
2. Create a business card for yourself, listing a career in which you are interested.

MARGARET BRENT
Attorney At Law
Specializing in Voting Rights

St. Mary's City
Maryland
301-555-1648

WESTOWNE ELEMENTARY SCHOOL
401 Harlem Lane
Baltimore, Maryland 21228

Record of Activities
Maryland Women's History Week
March 3-9, 1985

A. Activities

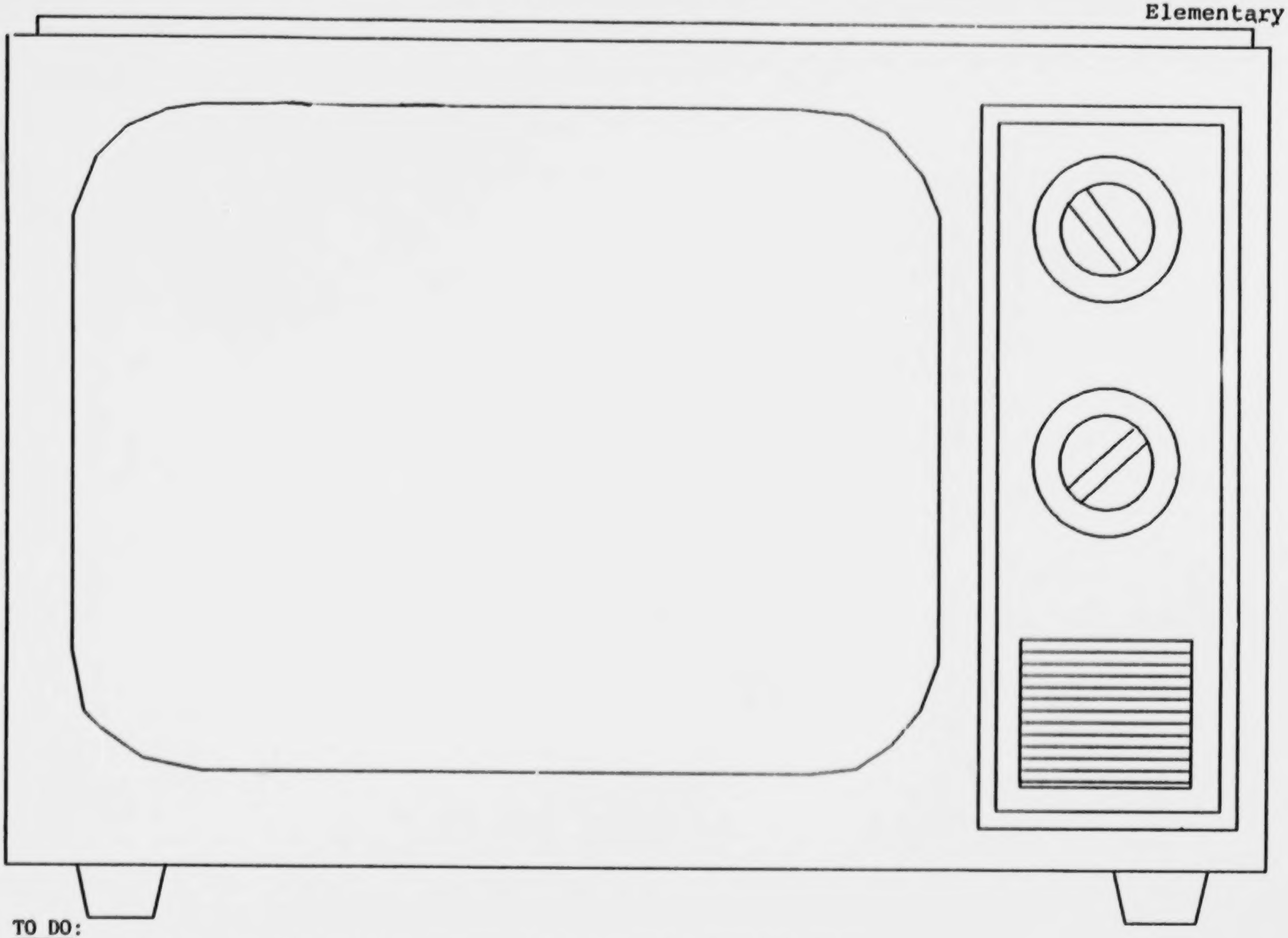
1. Hall display of Famous Women from Maryland's History included biographies & drawings.
2. Independent research on Women in the Arts.
3. In person taped interview of Toby Orenstein - a woman in the dramatic arts.
4. Informal quiz on Maryland's Famous Women in the Arts which was based on hall displays and classroom presentations.
5. Reports on famous women composers and artists - Clara Shumann - Fanny Mendelson - Marian Anderson - Ethel Ennis.
6. Student letter to the Baltimore Symphony requesting information about the participation of women in the orchestra.
7. Display in the hall with the theme "Westowne Salutes Women Composers."
8. Songs written by women were taught to each grade.
9. Fifth grade students used music books to locate songs written by women composers.
10. Grades 1-5 learned the song "Maryland For Me" by Margaret Winner.
11. Children visited Gr. 3-5 to report on:
    Mon. - Virginia Jackson Kiah - Visual Arts
    Tues. - Edith Hamilton - Literary Arts
    Wed. - Ethel Ennis - Music & Dance
    Thurs. - Toby Orenstein - Performing Arts
    Fri. - Toku Sugiyama - Designer Arts

Name: Elissa Beere - Assistant Principal
Address: 401 Harlem Lane - Balto., Md. 21229
School: Westowne Elementary

PORTRAITS

TO DO:

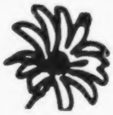
Choose a Maryland Woman of interest from History or from your community. Sketch a portrait of the woman in the frame below. Create a Maryland Women Portrait Gallery by displaying your picture along with portraits drawn by other members of your class.



TO DO:

1. Create an idea for a television program about a notable Maryland woman.
2. Place the title and description of that program on the TV screen pictured above. (Example: The Life and Times of Margaret Brent...A dramatic series portraying the struggles of a courageous 17th Century Maryland woman who sought the right to vote.)
3. Share your idea with your class. If you wish, expand your idea and write a script for a show about the [illegible]man you selected.

STUDENT ACTIVITY
Elementary/Middle



TO DO:

In the space provided, write a PROFILE of a woman of interest in your own community.

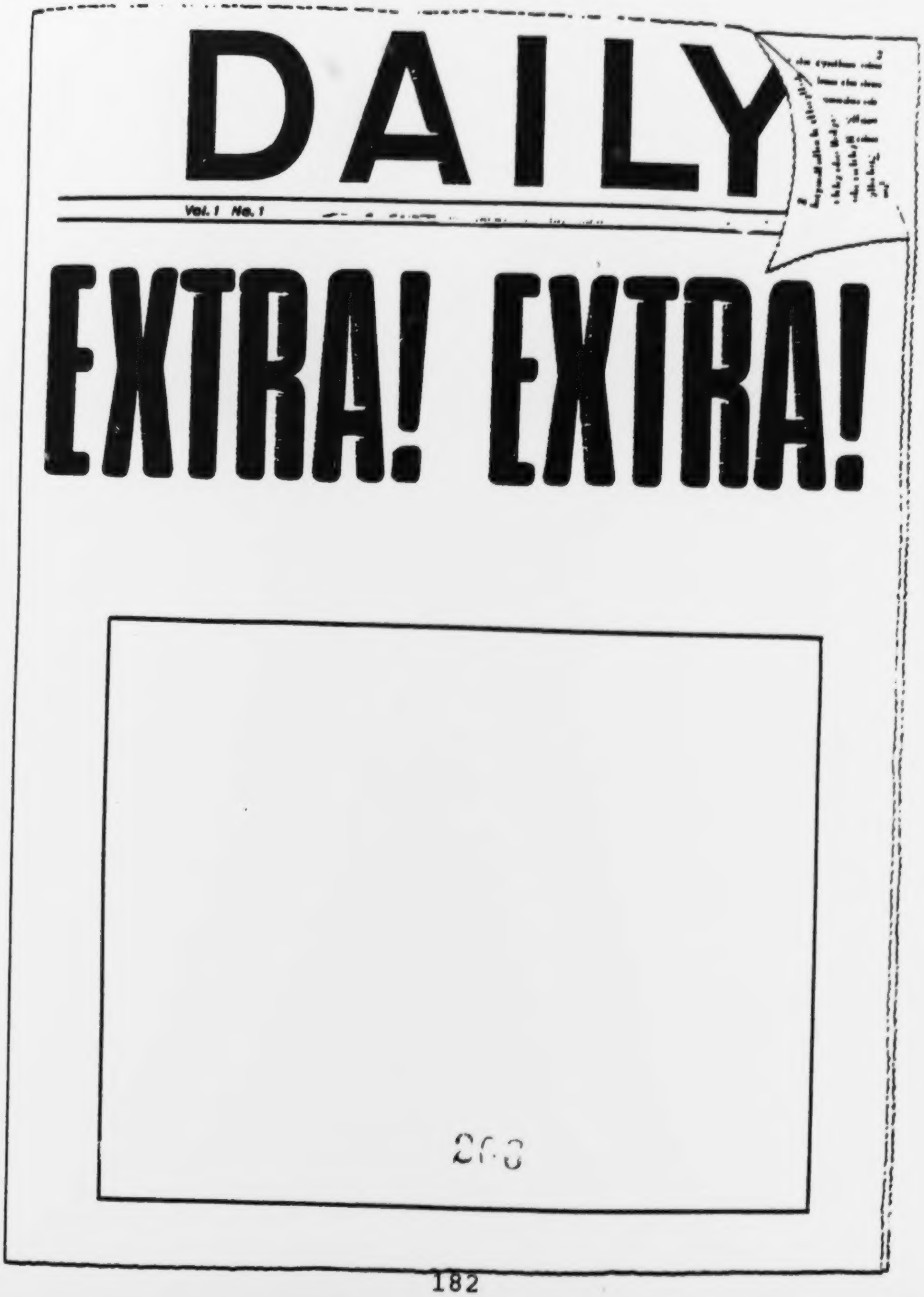
MAKING THE NEWS

STUDENT ACTIVITY
Elementary/Middle

TO DO:

Write a headline and a short news article about a historical or contemporary Maryland woman or about an historical event in women's history.

(Example: "WOMEN WIN RIGHT TO VOTE"
"REWARD OFFERED FOR CAPTURE OF HARRIET TUBMAN")



TIME LINE - MARYLAND WOMEN

(These names and dates may be used with the time line on the next page)

1648	Margaret Brent	She petitioned the Maryland General Assembly for the right to vote.
1694	Anne Arundel (later Queen Anne of England)	A town and a county on the Severn River were named after her.
1789	Mary Katherine Goddard	She edited and published Baltimore's first newspaper.
1814	Mary Pickersgill	She made the large flag that flew over Ft. McHenry.
1828	Elizabeth Lange	She founded a school for young black girls in Maryland.
1860	Harriet Tubman	She led over 300 black slaves to freedom in the North.
1862	Anna Ella Carroll	She was an aide of President Lincoln during the Civil War.
1863	Barbara Fritchie	She bravely waved the flag of the U.S. in front of the Confederate Army.
1881	Clara Barton	She founded the American Red Cross.
1889	Mary Elizabeth Garrett	Her fundraising efforts enabled Johns Hopkins Medical School to open.
1937	Jeanette Wolman	First woman lawyer admitted to the Baltimore Bar Association.
1940	Billie Holliday	One of the most famous jazz singers in the world.
1944	Dr. Helen Brooke Taussig	A pediatrician who developed the Blue-baby operation.
1968	Deborah Meyer	Received three Olympic gold medals for swimming.
1970	Tamara Jones	A black film actress who starred in Cleopatra Jones.
1978	Katie O'Ferall Friedman	A lawyer who deserves much credit for the passage of the Maryland ERA.
1980	Goldie Hawn	Comedian and actress nominated for an "Oscar" award.
1983	Connie Chung	National news broadcaster for NBC.
1984	Barbara Mikulski	U.S. Congresswoman who introduced and sponsored National Woman's History Week resolution.
1984	Judith Resnick	University of Maryland graduate who was the second female U.S. astronaut in space.

1632

STUDENT ACTIVITY
Elementary/Middle

TIME LINE

A WALK THROUGH WOMEN'S HISTORY IN MARYLAND

TO DO:

Place the names and contributions of Maryland women along the appropriate places on the time line at the bottom of the page.

1640 1660 1680 1700 1720 1740 1760 1780 1800 1820 1840 1860 1880 1900 1920 1940 1960 1980 2000 2020

STUDENT ACTIVITY
Elementary/Secondary Level

BIOGRAPHY ACTIVITY FORM

Name ______________________________

Name of Book ______________________________

Author ______________________________ Pages __________

Publisher ______________________________ Date of Publication __________

DIRECTIONS: Read a biography of a notable Maryland woman and answer the following groups of questions as directed. Give supporting details from the book.

GROUP A - Answer all questions

1. Where and when was this woman born?
2. What are some important facts about the woman's family and early life?
3. In what field of work was this person involved?
4. What are this person's most important contributions?

GROUP B - Choose any 3 questions below

1. What impressed you most about this person as you read the book?
2. If you could meet this person, what questions might you ask?
3. What did you like or dislike about this person? Why?
4. What problems did this person have to overcome? Did anyone help this person? If you had this same problem, would you have handled it in the same way?
5. What characteristics do you think describe this person? (some could be: loyal, thrifty, considerate, courageous, kind, ambitious, strong, weak, adventurous, generous, selfish, etc.) Give information from the book to support your ideas.
6. If you could have been with this person at one time during her life, when would that time have been? Why?

GROUP C - Choose at least one activity below

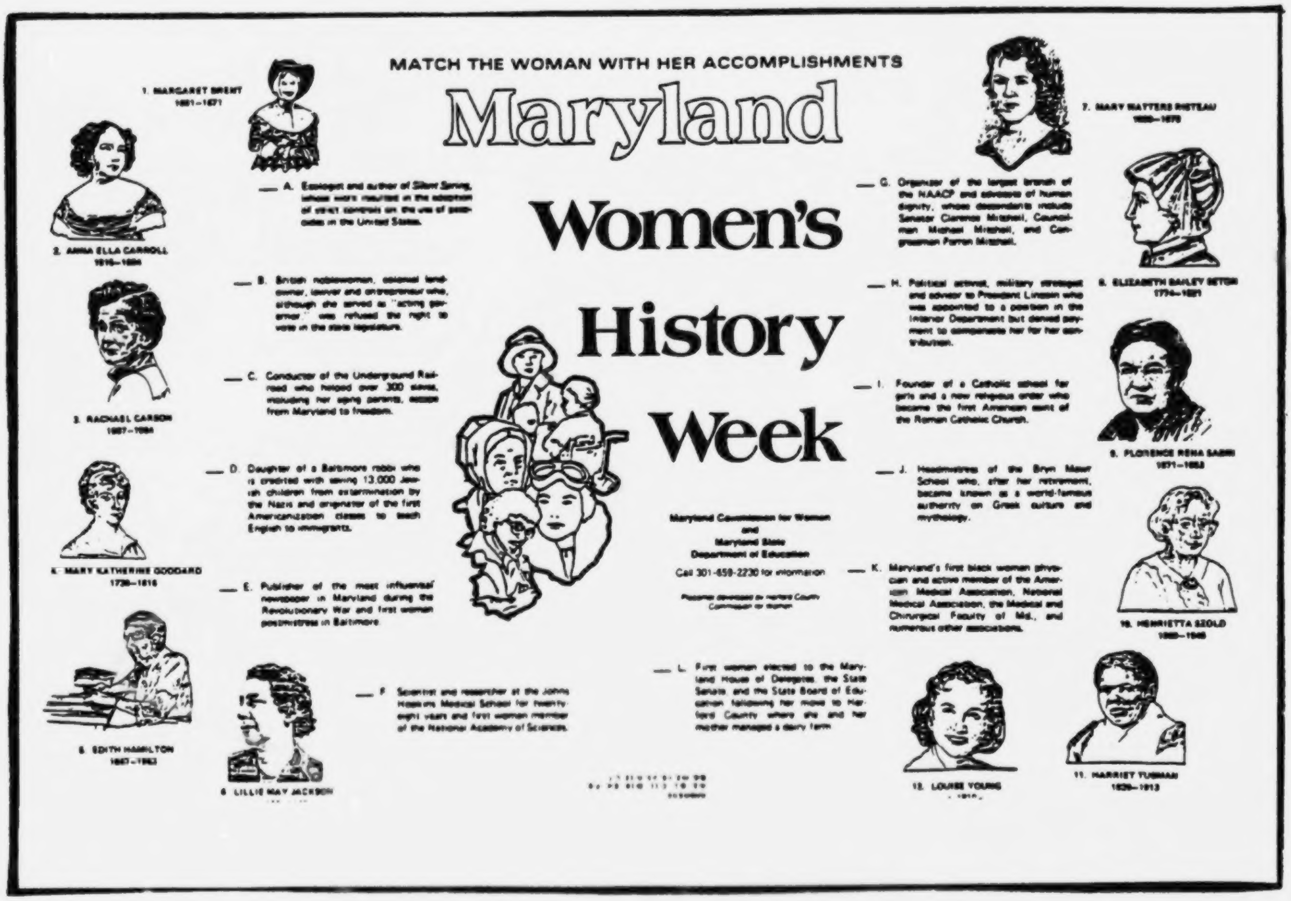
1. Explain how this person's characteristics contributed to her success of lack of success.
2. Write a script that a tour guide might say while leading a tour through the town and/or house where this person lived during childhood.
3. Write an interview with this person and include information about her life, (the time when she lived, the places, family life, and contributions).
4. Write about the kinds of hardships this person went through in childhood and adulthood.
5. Write how certain problems this person faced would or would not be a problem if that person lived today.
6. Write a play that shows how this person contributed to the life at the time she lived.
7. Write a poem about this person or a description of her life, or lyrics for a song about her. (Illustrate this if you wish.)

Adapted from materials developed by
Montgomery County, Maryland, Public Schools
Luna Coleman, Reading Specialist

PLACEMAT QUIZ

TO DO:

1. Design a placemat similar to the one below (created by the Harford County Commission For Women) for use during Maryland Women's History Week. Use information about notable Maryland women.
2. Duplicate your placemat and use in the school cafeteria, faculty room, etc., during Women's History Week.



MATCH THE WOMAN WITH HER ACCOMPLISHMENTS

Maryland Women's History Week

1. MARGARET BRENT 1601–1671
2. ANNA ELLA CARROLL 1815–1894
3. RACHAEL CARSON 1907–1964
4. MARY KATHERINE GODDARD 1738–1816
5. EDITH HAMILTON 1867–1963
6. LILLIE MAY JACKSON
7. MARY WATTERS RISTEAU 1890–1978
8. ELIZABETH BAILEY SETON 1774–1821
9. FLORENCE RENA SABIN 1871–1953
10. HENRIETTA SZOLD 1860–1945
11. HARRIET TUBMAN 1820–1913
12. LOUISE YOUNG

___ A. Ecologist and author of *Silent Spring*, whose work resulted in the adoption of strict controls on the use of pesticides in the United States.

___ B. British noblewoman, colonial landowner, lawyer and entrepreneur who, although she served as "acting governor," was refused the right to vote in the state legislature.

___ C. Conductor of the Underground Railroad who helped over 300 slaves, including her aging parents, escape from Maryland to freedom.

___ D. Daughter of a Baltimore rabbi who is credited with saving 13,000 Jewish children from extermination by the Nazis and originator of the first Americanization classes to teach English to immigrants.

___ E. Publisher of the most influential newspaper in Maryland during the Revolutionary War and first woman postmistress in Baltimore.

___ F. Scientist and researcher at the Johns Hopkins Medical School for twenty-eight years and first woman member of the National Academy of Sciences.

___ G. Organizer of the largest branch of the NAACP and advocate of human dignity, whose descendants include Senator Clarence Mitchell, Councilman Michael Mitchell, and Congressman Parren Mitchell.

___ H. Political activist, military strategist and advisor to President Lincoln who was appointed to a position in the Interior Department but denied payment to compensate her for her contribution.

___ I. Founder of a Catholic school for girls and a new religious order who became the first American saint of the Roman Catholic Church.

___ J. Headmistress of the Bryn Mawr School who, after her retirement, became known as a world-famous authority on Greek culture and mythology.

___ K. Maryland's first black woman physician and active member of the American Medical Association, National Medical Association, the Medical and Chirurgical Faculty of Md., and numerous other associations.

___ L. First woman elected to the Maryland House of Delegates, the State Senate, and the State Board of Education following her move to Harford County where she and her mother managed a dairy farm.

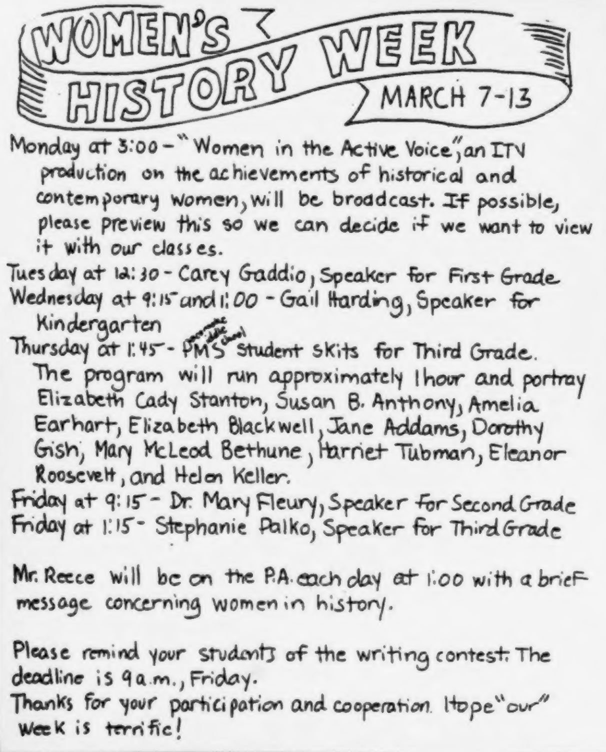
Maryland Commission for Women
and
Maryland State
Department of Education

Call 301-659-2230 for information

Placemat developed by Harford County
Commission for Women

CELEBRATING MARYLAND WOMEN'S HISTORY

POCOMOKE ELEMENTARY SCHOOL



WOMEN'S HISTORY WEEK

MARCH 7-13

Monday at 3:00 - "Women in the Active Voice", an ITV production on the achievements of historical and contemporary women, will be broadcast. If possible, please preview this so we can decide if we want to view it with our classes.

Tuesday at 12:30 - Carey Gaddio, Speaker for First Grade

Wednesday at 9:15 and 1:00 - Gail Harding, Speaker for Kindergarten

Thursday at 1:45 - PMS Pocomoke Middle School student skits for Third Grade. The program will run approximately 1 hour and portray Elizabeth Cady Stanton, Susan B. Anthony, Amelia Earhart, Elizabeth Blackwell, Jane Addams, Dorothy Gish, Mary McLeod Bethune, Harriet Tubman, Eleanor Roosevelt, and Helen Keller.

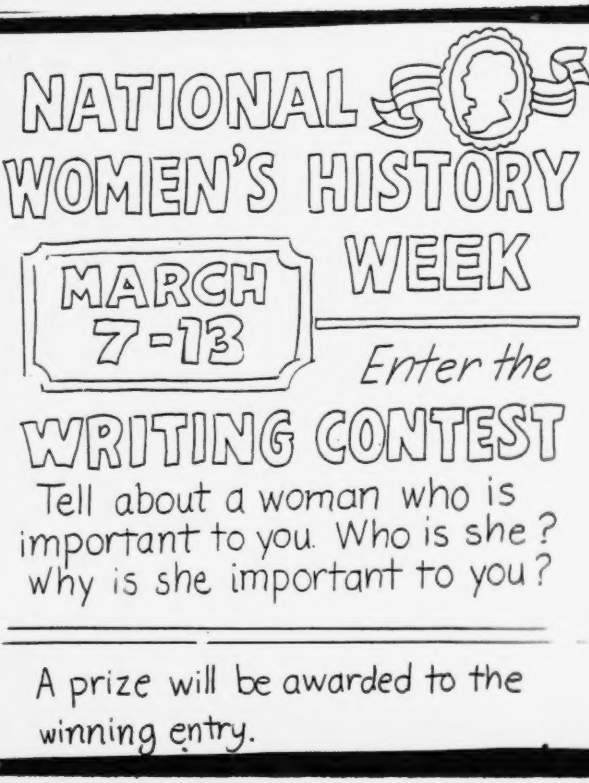
Friday at 9:15 - Dr. Mary Fleury, Speaker for Second Grade

Friday at 1:15 - Stephanie Palko, Speaker for Third Grade

Mr. Reece will be on the P.A. each day at 1:00 with a brief message concerning women in history.

Please remind your students of the writing contest. The deadline is 9 a.m., Friday.

Thanks for your participation and cooperation. Hope "our" week is terrific!



NATIONAL WOMEN'S HISTORY WEEK

MARCH 7-13

Enter the

WRITING CONTEST

Tell about a woman who is important to you. Who is she? Why is she important to you?

A prize will be awarded to the winning entry.

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STUDENT ACTIVITY
Elementary/Middle

PHOTOGRAPHIC HISTORY

Photographs of women from past generations can be used to learn more about women's history.

TO DO:

1. Bring in photos to the classroom of grandmothers, great-grandmothers. Use either family photos or magazine pictures of women of past generations.
2. Discuss the questions below.
3. Create a "Generations of Women" display.

What emotions can you read in both the faces and the gestures of the people?

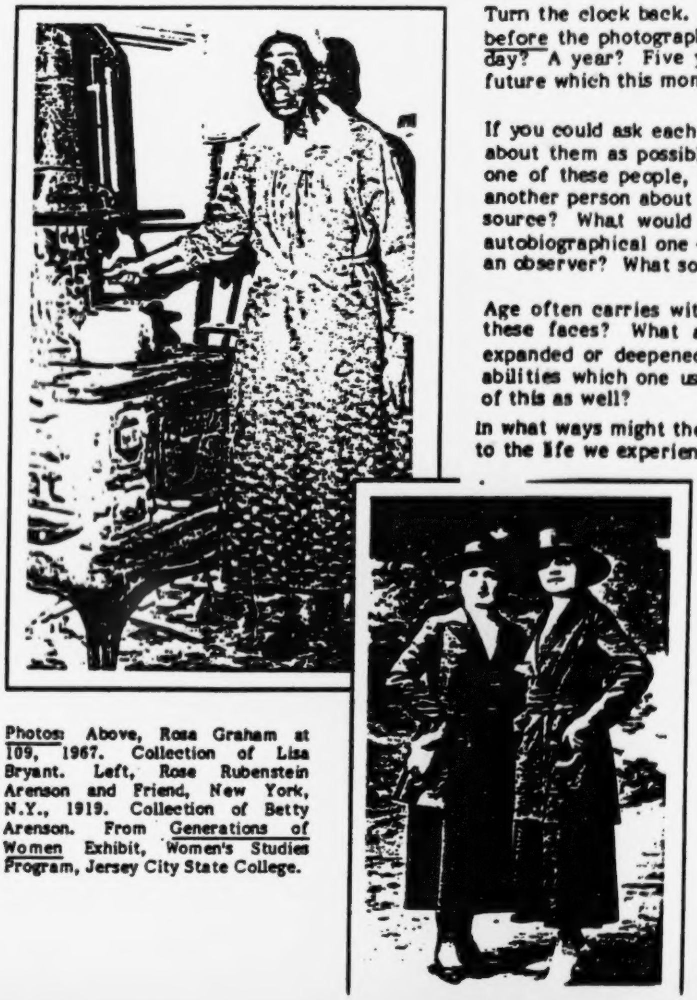
Imagine that you can "turn on the sound" with each picture. What do you hear?

Turn the clock back. What do you think was happening with these people a minute before the photograph was taken? A minute after? Ten minutes? An hour? A day? A year? Five years? Ten? How much can one say about the past and the future which this moment of presence is joined to?

If you could ask each of these people three questions (and wanted to learn as much about them as possible), what would you ask? If you were able to question only one of these people, which one would you choose? (If you could ask questions of another person about the one you chose, which other person would you go to as a source? What would you ask them? In what way is a first-person account -- an autobiographical one -- more reliable, and in what ways less reliable than that of an observer? What sources provided the information given with these photos?)

Age often carries with it losses of different kinds. Can you read this on any of these faces? What about the gains of age -- in what ways can humanness be expanded or deepened in the final stage of life? Are there any experiences or abilities which one usually has to wait for until later in life? Do the faces speak of this as well?

In what ways might these women, and others of their generation, have contributed to the life we experience now?



Photos: Above, Rosa Graham at 109, 1967. Collection of Lisa Bryant. Left, Rose Rubenstein Arenson and Friend, New York, N.Y., 1919. Collection of Betty Arenson. From Generations of Women Exhibit, Women's Studies Program, Jersey City State College.

Source: Portraits of Our Mothers,
Frances Arich Kolb,
The NETWORK, Andover, Mass.,
1983

STUDENT ACTIVITY

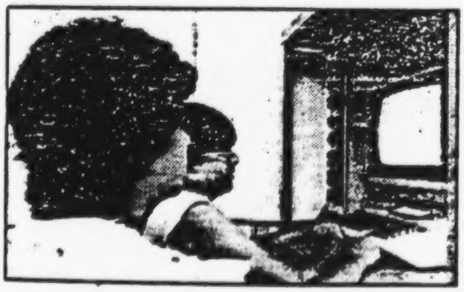
WOMEN & THE MEDIA

VOICE YOUR OPINION

TO DO:

Write to the following network directors or local stations to voice your opinions regarding how women are portrayed on television or about women's roles on news and public interest programs.

NATIONAL



ABC
Leonard Goldenson, Chairman
1330 Avenue of the Americas
New York, NY 10019

CBS
Thomas Wyman, Chairman
51 West 52nd Street
New York, NY 10019

NBC
Grant Tinker, Chairman
30 Rockefeller Plaza
New York, NY 10020

Federal Communications Commission (FCC)
Mark Fowler, Chairman
1919 M Street NW
Washington, D.C. 20554

LOCAL

Channel 2--WMAR
6400 York Road
Baltimore, MD 21212

Channel 11--WBAL
3800 Hooper Avenue
Baltimore, MD 21211

Channel 13--WJZ
Television Hill
Baltimore, MD 21211

Channel 20--WDCA
5202 River Road
Bethesda, MD 20016

Channel 22/67--WMPT
Maryland Center For Public Broadcasting
11767 Bonita Avenue
Owings Mills, MD 21117

Channel 45--WBFF
3500 Parkdale Avenue
Baltimore, MD 21211

HBO(Home Box Office)
Marquee Television Network
12303 Twinbrook Parkway
Rockville, MD 20852

NOTABLE WOMEN WITH DISABILITIES — BIOGRAPHICAL SKETCHES

Jane Addams: Founder of the American settlement house movement and co-recipient of the Nobel Peace Prize in 1931. Addams had a congenital spine defect.

Alicia Alonso: The founder of the Ballet Nacional de Cuba. After a series of eye surgeries, she was almost totally blind. She continued to dance and to teach dancing and is acclaimed today as one of the world's foremost prima ballerinas.

Sarah Bernhardt: A world-renowned actor in the late nineteenth and early-twentieth century. After having one leg amputated, she used a wooden prosthesis and always wore long dresses to hide it from the public.

Laura Bridgeman: A nineteenth century woman who was deaf, mute, and blind. She was the first such woman ever to be educated in a school (Perkins Institute for the Blind in Boston).

Linda Down: The first woman on crutches ever to complete the New York City Marathon (1982). She was named Athlete of the Year by the United Cerebral Palsy Association and NBC's "Sports Journal."

Sandy Duncan: Contemporary stage and television actor. She is widely known for her performance as Peter Pan on Broadway. A visual disability has resulted in her wearing a glass eye.

Nanette Fabray: An actor and musical comedy star who is hearing-impaired.

Judy Heumann: A modern leader of the disability rights movement. She was denied a teaching license, fought the decision, and became the first person with polio to be awarded a teaching credential in New York City.

Rosalie Hixson: Outstanding wheelchair athlete. Hixson, who is paraplegic, was named outstanding athlete of the first Pan American Games.

Dorothea Lange: A world-famous twentieth-century photographer who was mildly disabled by polio.

Helen Keller: World-renowned lecturer, author, and educator who was blind and deaf.

Audre Lorde: An acclaimed contemporary poet who has cancer.

Mary Tyler Moore: A well-known contemporary actor who is a diabetic.

Kitty O'Neil: A famous race car driver and Hollywood stunt woman who is deaf.

Wilma G. Rudolph: A 1960 Olympic Gold Medal winner. A runner who had polio as a child, she won three medals for the 100, 200, and 400 meter races.

Harriet Tubman: A fugitive slave and conductor on the Underground Railroad, which brought other slaves to freedom. She also promoted the establishment of schools for freed slaves, began a home for the aged, and participated in the movement for woman suffrage. She is reported to have had "fainting spells" and is now believed to have had epilepsy.

TO DO:

1. Read the information above about notable women with disabilities.
2. Discuss what particular barriers or challenges these women faced.
3. Interview women with disabilities in your community. Find out what areas of reform they see in the area of disability rights.

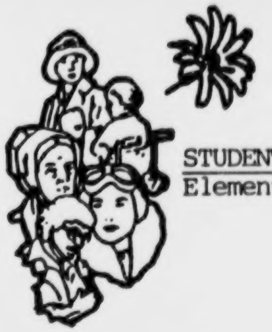
The Women and Disability Awareness Project, Educational Equity Concepts, Inc., 440 Park Avenue South, New York, NY 10016. *1984*.

CALENDAR OF EVENTS

MARYLAND

Women's History

MARCH



STUDENT ACTIVITY
Elementary/Secondary

Monday	Tuesday	Wednesday	Thursday	Friday

TO DO:

1. Plan activities for each weekday of Maryland Women's History Week
2. In each daily block, write the major theme or activity for each day. (Ideas: women in education, women and civil rights, etc.)

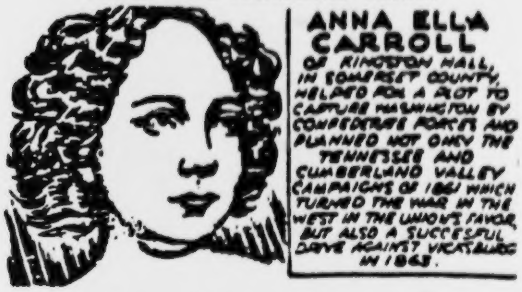
Activities for Grades 7—12

- After reading biographies or general histories about women in the United States, write news releases for radio or television to report the facts of a specific, important event. Pretending the event has just happened, tell all of the important details—who, what, when, where, why? Don't forget to include a snappy title for the story! Examine current news sources for articles concerning women who are presently working to change conditions for themselves and others.
- There are numerous bumper stickers now being used in the women's movement. Choose one and find out what it is about. What is the message about? Who might wear it? Is the issue represented a new one or an issue with a long history? Examples: "Every mother is a working mother." "59¢" "Women Hold Up Half the Sky" "Uppity Women Unite" "Rediscover Women in History" "Failure is Impossible" "New Day - Beyond ERA" "Sisterhood is Powerful."
- "A Woman's Place is in the House . . . and in the Senate." Some have argued that women should not hold high public office because they aren't strong enough or politically astute enough to survive and do a good job. Who are the women in politics today? Consider women from your local to the national levels. What are they like? What adjectives do the media use to describe them? What issues are of prime concern for them? What previous offices did they hold before their present ones? Write to them for their views on an issue of importance to you today, asking their advice on action you can take toward the ends you'd like to see achieved.
- After students conduct the research, have them report to the class about their findings on women and work in other specific time periods of their choosing. Topics to consider:
  - —the varied jobs done by women in the early colonies (be certain to include Blacks, Europeans, Hispanics, Native Americans)
  - —Immigrant women in the 19th Century: where were they from? Why did they come here? Where did they work? What were the conditions of their lives?
  - —the lives of the Indian women of a tribe near your community
  - —the work of migrant women, before and now
  - —Mexican women of "The West" before Europeans arrived; after contact
  - —women workers in the garment industries, from the 1850s to the present
  - —women's roles during the major war periods, and after
- Sponsor a poster design contest in conjunction with your parent-teacher organization. Display the entries in a public area or building. Topic ideas:
  - —Missing Persons: women from our shared past whose contributions are often slighted in the telling of our history. Could be individual or groups of women.
  - —slogans which support change for social equity. After reviewing political posters, develop designs using slogans from examples above or elsewhere to promote ideas for an equitable society for women and men.
  - —women's varied roles, "then and now."
- Have students carefully examine the history text used in their school, listing each woman either mentioned in the index or illustrated by photo or drawing. How often was each woman mentioned or shown? Why were they included? Are women of various cultures portrayed? Contrast the findings with the textbook's treatment of men. Write to the publisher about the findings, recommending additional women to consider in future editions and asking for their response.
- Brainstorm with your class to list questions they'd like to ask an aunt, their mother, or the woman who raised them about her life. Help them organize the questions into topics, or clusters, developing an appropriate questionaire. Guide the discussion toward including questions related to the impact of the general historic events of the woman's life, migrations of her family, family expectations for females and males, attitudes about women's public lives. Discuss oral history interviewing strategies and report preparations. Use the findings to discuss the similarities and differences of the women's experiences.

© **National Women's History Project**
P.O. Box 3716, Santa Rosa CA 95402 (707) 526-5974

STUDENT ACTIVITY
Middle/Secondary

A NOTABLE MARYLAND WOMAN


ANNA ELLA CARROLL
OF KINGSTON HALL, IN SOMERSET COUNTY, HELPED FOIL A PLOT TO CAPTURE WASHINGTON BY CONFEDERATE FORCES AND PLANNED NOT ONLY THE TENNESSEE AND CUMBERLAND VALLEY CAMPAIGNS OF 1861 WHICH TURNED THE WAR IN THE WEST IN THE UNION'S FAVOR, BUT ALSO A SUCCESSFUL DRIVE AGAINST VICKSBURG IN 1863.

A student wrote these paragraphs about Anna Ella Carroll. (1815-1894).

1. Anna Carroll was born Aug. 29, 1815 at Kingstown Hall Plantation in Somerset County, Maryland. She was the first born of Thomas King Carroll who was the governor of Maryland. As a girl she was excellent at writing letters and influencing people. ____

____

Which one of the following sentences can best keep the paragraph IN PROPER SEQUENCE?

(A) Anna Carroll was known as the "unofficial member of Lincoln's cabinet".
(B) The plantation was located on the Eastern Shore of Maryland.
(C) She wrote and handed out 50,000 copies of a pamphlet to oppose the Confederate Government.
(D) Her uncle, General Winfield Scott, taught her about war plans.

2. Anna Carroll was active in the Whig Party. Because of her association with President Zachary Taylor and President Millard Fillmore, Anna learned much about policy-making and strategies. ____

Which one of these sentences can be used to ADD DETAIL to the paragraph?

(A) When Abraham Lincoln was elected Anna celebrated by freeing her household slaves.
(B) Anna's plans helped to foil the Confederate's plot to capture Washington, D. C.
(C) A strong argument could be made that if she had been a man, monuments would have been erected to honor her.
(D) Anna maintained involvement in the Whig Party by discussing strategies and policies with Presidents Fillmore and Taylor.

ADDED INFORMATION:

In 1881, during President Garfield's tenure, a bill was introduced to grant Anna Carroll payment for her valuable services to her country at the rate for a MAJOR - GENERAL! The bill was not passed but she was instead given $50.00 a month for life. As was the case of so many women, Anna Carroll was not given the credit she was due. She died an embittered invalid in Washington, D. C. on April 19, 1894.

MFWT NARRATIVE WRITING

All the facts mentioned above were true.

1. (A) irrelevant (B) out of sequence (C) correct (D) irrelevant

2. (A) irrelevant (B) correct (C) irrelevant (D) redundant

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

A NOTABLE MARYLAND WOMAN

STUDENT ACTIVITY
Middle/Secondary

GLADYS NOON SPELLMAN
U.S. CONGRESSWOMAN

A student wrote a short biography on Gladys Noon Spellman...

1. When Gladys Noon Spellman was in junior high school, she ran on the boy's track field because it was a much better facility than the girls track. The principal stopped her and said she would have to apologize for running on the boys' track or be expelled. She refused to apologize feeling that girls should be able to use a good track too. Her parents backed her up. She had to go to another school. ______________________________.

Which one of the following sentences can best be used to complete the paragraph?

(A) She felt it was unfair treatment of girls.

(B) The section of the Baltimore-Washington Parkway located in Prince George's County is named the Gladys Noon Spellman Parkway.

(C) Many years later Gladys Noon Spellman was among the U.S. House members who passed a law called "Title IX" which guaranteed that no programs in our public schools can discriminate based on gender (sex of student).

(D) Gladys Noon Spellman later became a teacher in Prince George's County Public School System.

The student's biography on Gladys Noon Spellman continues...

2. Gladys Noon Spellman was a pioneer for women and a hard worker. She did lots of things of importance. In 1980 her career was cut short when she suffered a cardiac arrest. Representative Spellman remains in a semi-comatose condition. Her legacy of good works remain with us.

Which one of the following ways of changing the underlined sentence is best to make the paragraph CLEARER?

(A) She did all kinds of worthwhile things.

(B) Many of her accomplishments were firsts for women.

(C) She was the first woman on the Prince George's County Board of Commissioners, the first woman elected President of the National Association of Counties, and the first woman elected to the Prince George's County Council.

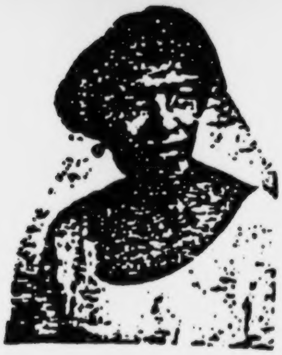
(D) She created the first local Commission for Women in Maryland.

MFWT EXPLANATORY WRITING
All facts about Representative Spellman are true.

1. (A) Redundant (B) irrelevant (C) correct (D) irrelevant

2. (A) Less clear (B) redundant (C) correct (D) irrelevant

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.



STUDENT ACTIVITY
Middle/Secondary

A NOTABLE MARYLAND WOMAN

1. One of 15 children, Verda Freeman Welcome knew from an early age that firm beliefs and hard work could make dreams become realities. She had dreamed of getting a good education. ____
____

Which one of the following sentences can best keep the paragraph IN PROPER SEQUENCE?

(A) She sponsored legislation creating the Maryland Commission on Afro-American History and Culture.
(B) Senator Welcome's advice is: People will succeed if they believe they can - girls can do a "man's" profession if they just make up their minds.
(C) She worked hard to earn a Bachelor's degree from Michigan State College and a Master's Degree from New York University.
(D) Senator Welcome sponsored legislation allowing a single person to become an adopted parent.

2. Verda Freeman Welcome has several "firsts" to her credit. In 1959 she was the first black female elected to the Maryland House of Delegates. ______________
____

Which of the following sentences can best be used to ADD DETAIL to the paragraph?

(A) Skillful as a legislator she knew how to win friends and influence people.
(B) Senator Welcome is a pioneer black woman legislator in Maryland.
(C) Senator Welcome has served in the Maryland legislature for 25 years.
(D) In 1963 Ms. Welcome was the first black woman elected to the Maryland State Senate and the first woman from Baltimore City to be elected to the Senate.

MFWT NARRATIVE WRITING
All the facts mentioned above were true.

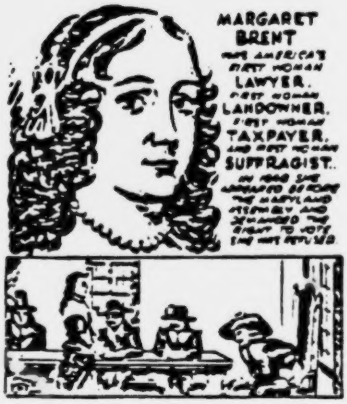
1. (A) irrelevant (B) out of sequence (C) correct (D) irrelevant

2. (A) irrelevant (B) redundant (C) irrelevant (D) correct

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

STUDENT ACTIVITY
Middle/Secondary

A NOTABLE MARYLAND WOMAN



1. Margaret Brent, a British noblewoman, arrived in Maryland when she was 37. Margaret was the first woman to accomplish many deeds in America. She was granted 70 acres of land near Saint Mary's City by Lord Baltimore. ____________________

____

Which one of the following sentences can best be used for ADDED DETAIL to the paragraph?

(A) Margaret had the responsibility of paying troops who were being imported from Virginia.
(B) Margaret was considered a "pushy broad".
(C) Margaret acquired several houses, cattle herds, farm equipment, and a mill on KentIsland, Maryland.
(D) Margaret Brent was known as the first American woman lawyer, the first woman landowner, the first woman taxpayer and the first woman suffragette.

2. All through her life Margaret Brent fought for rights two hundred years before their time. Her final days were spent in Westmoreland, Virginia.

____

Which one of these sentences can be used to ADD DETAIL to the paragraph?

(A) Margaret Brent never married - she would have had to give all her property to her husband.
(B) Margaret and her sister named their St. Mary estate "Sisters Freehold".
(C) Margaret Brent's talent was appreciated by Governor Leonard Calvert. He asked her to settle his will and estate.
(D) She died on her Virginia estate called "peace" in 1671.

MFWT NARRATIVE WRITING

All facts mentioned above were true.

1. (A) irrelevant (B) inappropriate language (C) irrelevant (D) correct

2. (A) irrelevant (B) out of sequence (C) irrelevant (D) correct

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

STUDENT ACTIVITY
Middle/Secondary

A NOTABLE MARYLAND WOMAN

Born: July 20, 1936, Baltimore, MD
Education: B.A., Mount St. Agnes, MD, 1958; M.S.W., University of Maryland, MD, 1965
Committees: Energy and Commerce; Merchant Marine and Fisheries

A student wrote this paragraph as part of an assignment to describe Barbara Mikulski, U. S. Congresswoman from Maryland.

1. Barbara Mikulski was born on July 20, 1936. She has always liked helping those who needed help. ____. This enabled her to become a social worker and later a professor of Sociology.

Which one of the following sentences can be used to keep the paragraph IN PROPER ORDER?

(A) Congresswoman Mikulski introduced the National Women's History Week Resolution in Congress in 1980 and again in 1981 when it passed.
(B) She earned her Master's Degree in social work at the University of Maryland in 1965.
(C) During the 99th Congress she continued to meet the needs of American families and businesses.
(D) Congresswoman Mikulski's office is in the Rayburn House Office Building.

2. Congresswoman Mikulski has been an active and vocal supporter of women's rights. She sponsored the Domestic Violence and Services Act to protect battered families. She was responsible for the Medicaid reimbursement of nurses-midwives. ____

Which one of the following sentences can best be used to ADD DETAIL to the paragraph?

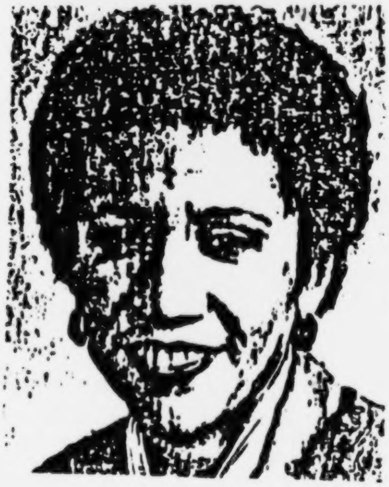
(A) Mikulski's other business office is located in Baltimore, Maryland.
(B) Congresswoman Mikulski's parents were from Poland and own a grocery store in Baltimore.

MFWT NARRATIVE WRITING
All facts mentioned above were true.
1. (A) out of sequence (B) correct (C) irrelevant (C) irrelevant
2. (A) irrelevant (B) irrelevant

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

A NOTABLE MARYLAND WOMAN

STUDENT ACTIVITY
Middle/Secondary



RENEE POUSSAINT
T.V. Newscaster - 6:30 & 11:00 NEWS
1944 -

A student wrote a letter to Washington, D. C.'s WJLA-TV news anchor, Renee Poussaint (Poo sawnt'), asking for information.

1.

6130 Lamont Drive
New Carrollton, Md. 20784
March 3, 1986

Ms. Renee Poussaint
WJLA-TV Channel 7
4461 Connecticut Ave., N. W.
Washington, D. C. 20000

Dear Ms. Poussaint:

I read in an article that you had been a french textbook translator, a dancer with the Leon Destine Haitian Dancers, an editor for an African arts magazine, a billiard instructor and a college instructor. I am interested in becoming a TV newscaster. ______________________________

Which one of the following sentences best COMPLETES the paragraph?

(A) My best friend Janet is interested too.
(B) I think it would be great to be a TV newscaster.
(C) Which one of your careers best prepared you for your job as a TV newscaster?
(D) I would love to try my luck at the big time jobs like yours!

The letter continues...

2.

My class is studying various careers. Do you have any free materials I might use? I would like some things. Thank you for your help.

Yours truly,

Jane Smith

Which one of the following ways of changing the underlined sentence is the best way to make the letter CLEARER?

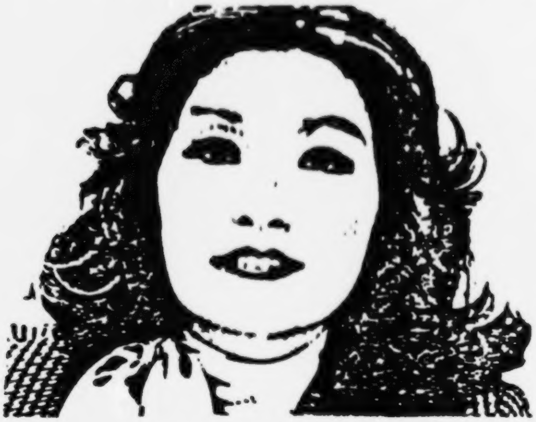
(A) I would love to have some flashy picture and stuff for my report.
(B) I want my report to be interesting and have a lot of good things in it.
(C) I need your help finding things for my report.
(D) Would you have sample application forms used by WJLA, brochures telling about the station and anything else you might think would be useful?

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

A NOTABLE MARYLAND WOMAN

STUDENT ACTIVITY
Middle/Secondary

CONNIE CHUNG - NBC NEWSCASTER
"SUNRISE" 6: 00 A.M.



A student wrote a short biography about Connie Chung.

1. Connie Chung was born in Washington, D. C. in August of 1947. She was the youngest of five daughters and the only one not born in Nationalist China. Her family valued being businesslike. In high school Connie was a good student. When she was not studying she was busy running for student government positions.

____

Which one of the following sentences could best be used to COMPLETE the paragraph?

(A) Now she works in New York City.
(B) Hard work was hardly "news" in the life of Connie Chung.
(C) She was the youngest in her family and worked hard.
(D) She earned money for college by working part-time at the Naval Lab.

The student's biography on Connie Chung continues...

2. Connie went to the University of Maryland (College Park Campus) from 1965-1969. She was elected Freshman Queen in 1966. She took a part-time job in 1969 as a copy girl at WTTG (Metromedia's Channel 5 in Washington, D. C.) just before her graduation. She made a rapid rise in the media field. She did all kinds of different things. When CBS decided it had better hire some women reporters, Connie was ready. In 1983 Connie switched to NBC to start her early morning news program. ____.

Which one of the following ways of changing the underlined sentence is best to make the sentence CLEARER?

(A) Connie really found working at the TV station neat!
(B) This happened in 1970.
(C) Connie went from newsroom secretary, to newswriter, then to on-the-air reporter.
(D) This all took place in Washington, D. C.

1. (A) irrelevant (B) correct (C) redundant (D) irrelevant

2. (A) unappropriate language (B) redundant/irrelevant (C) correct (D) irrelevant

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

A NOTABLE MARYLAND WOMAN

STUDENT ACTIVITY
Middle/Secondary

CHRISTINE BRENNAN
Washington Post Sports reporter
1960 (?) -

A student wrote a letter to Christine Brennan.

1.

6130 Lamont Drive
New Carrollton, Md. 20784
March 4, 1986

Ms. Christine Brennan
Washington Post
1150 15th Street, N. W.
Washington, D. C.

Dear Ms. Brennan:

After reading about how you had collected baseball cards, watched football games and played catch with your dad, I saw we had a lot in common. Like you, I am also editor of our student newspaper. ____________________

Which one of the following sentences can best be used to COMPLETE this paragraph?

(A) It's clear we think alike!
(B) I think I might take more geography next year.
(C) I enjoy reading the Washington Post.
(D) Would you have any suggestions on classes that would help me with a career in Sports Writing?

The letter continues...

2.

You said your rapid success might have partly been due to being a woman in a traditionally male field. Could you send me anything that could help me?

Sincerely,

Joann Smith

Which one of the following ways of changing the underlined sentence is best to make the letter CLEARER?

(A) I would especially like for you to send names of books, etc. that help girls get into non-traditional jobs.
(B) My sister wants to be a ballet dancer.
(C) I really dig working in a really flashy job.
(D) Any stuff about sports would kind of help.

NOTE: Activity based on Maryland Functional Writing Test format; developed by Ms. Jo Campa, Media Specialist, Prince George's County.

AN ALPHABET OF NOTABLE MARYLAND WOMEN

Activity developed by students Hina Patel and Shelley Pecknay,
Martin Luther King, Jr. Middle School

TO DO:

1. Identify the Maryland women described below (additional items and answers on next page).

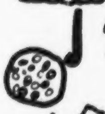
I had techniques of improving the Christian Missionary in a year
and have only done it as a volunteer

A________________________

THE MYSTERY OF
FORD
FROME

I wrote mysteries under Leslie Ford and David Frome
I may not have many fans in Maryland but plenty in England and Rome

B________________________



An amateur player for a sport
40 years of golf seemed to me rather short

C________________________

I was an excellent civil engineer
And made it the best career

D________________________

I helped Maryland women's suffrage movement
and a civic leader that needed no improvement

E________________________

A very responsible and nice nun
and a Pioneer Catholic Educator who always brought out the sun

F________________________

An opera star who achieved international fame
as the best soprano at this game

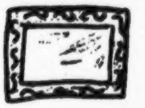
G________________________

Babe Ruth of Badminton is what I'm known for
Now the sport has been behind the door

H________________________

A poet who wrote about nature in some places
and communication of human condition including their faces

J________________________



Negro portrait painter that always wanted a start
for aspiring negro children to have a career in art

K________________________

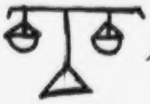
This Ball
A TOP

Writer of Children's Books
that even adults had hooks

L________________________

(Continued on next page)

AN ALPHABET OF NOTABLE MARYLAND WOMEN (Continued)

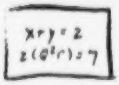


"'Tis not a revolution but evolution" said a lady true. Who wanted to be a lawyer in the year 1902.

M ____________________

I was known as "vicious" in 1973 and President Pro Tem of MD is what became of me

N ____________________



"A professor can take part in the action" says me. I was part of the Maryland Democratic Committee

O ____________________

I had a great concern for my family, that's why PTA leader was the job for me.

P ____________________

My family, in government, made a start, being the first woman in the MD House & Senate, I played my part

R ____________________

The title "venerable" befitted me, I was given this title for being the first woman canonized by the Roman Catholic Church by Pope John XXIII

S ____________________

ANSWERS:

Key for Alphabet

A - Annie Walker Armstrong
B - Zenith Jones Brown
C - Mary Ann Downey Cook
D - Olive Dennis
E - Elizabeth King Ellicott
F - Sister Mary Foley
G - Mabel Garrison
H - Judith Margaret Devlin Hashman
J - Josephine Jacobsen
K - Virginia Jackson Kiah
L - Elizabeth Foreman Lewis
M - Alice Rush McKeon, author; Etta Haynie Maddox, lawyer
N - Mary Layfield Nock
O - Mildred Otensak
P - Marion Veasly Parkhurst
R - Mary Eliza Watters Risteau
S - Elizabeth Bayley Seton
T - Helen Brooke Taussig
W - Anita Rose Williams
Y - N. Louise Young

I helped cyanotic children in 1943, and the "Blue Baby Doctor" is what was named me

T ____________________

I received the Papal Cross in 1958 and was the first Negro Social Worker in the U.S. and the MD State.

W ____________________

I was there when anyone needed a friend. I was the first Negro female physician in Maryland.

Y ____________________

For the letter Z, I am every woman who has done anything for her home, state, and country

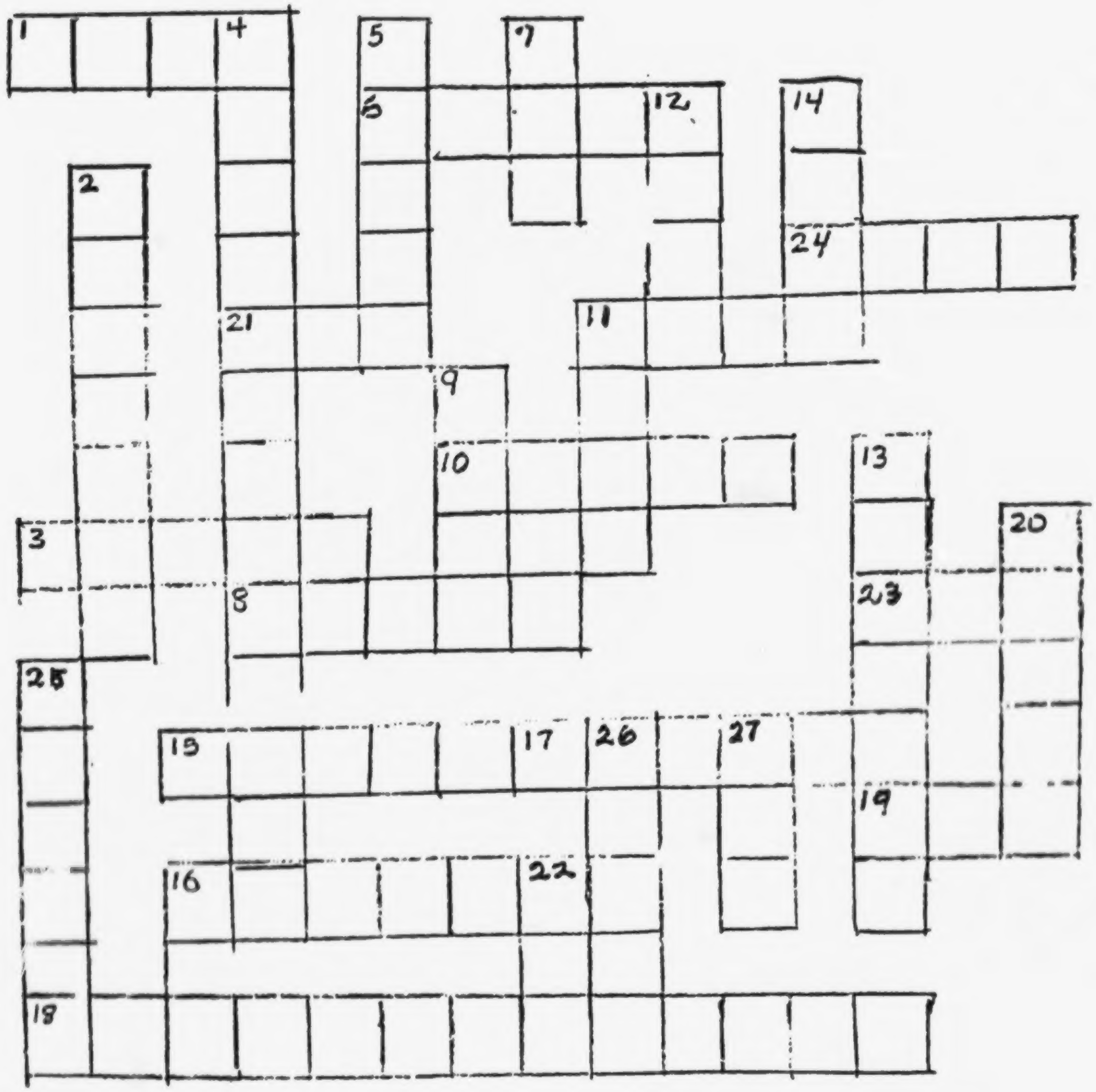
Z ____________________

For the letters I, U, V, X and Q maybe the right person to fill these letters will be you.

____

STUDENT ACTIVITY
Middle
by Rosa V. Shelton
Julius West Middle
School, Media
Specialist

American Women Cross-word Puzzle



American Women Crossword Puzzle

Down

2. the director of the New York City Opera
4. the Secretary of Transportation
5. first woman astronaut
7. was a social reformer who cared for the mentally ill
9. is the last name of Edie Adams
11. last name of a famous tennis player and a civil rights leader
12. a famous jazz artist
13. leader of Women's Rights Organization and editor of Ms. Magazine
14. author of best selling children and young adult books
20. "A Woman Called __________" movie
22. what all women must do
25. stores like this "women power"
26. this is __________ country
27. her first name is Doris

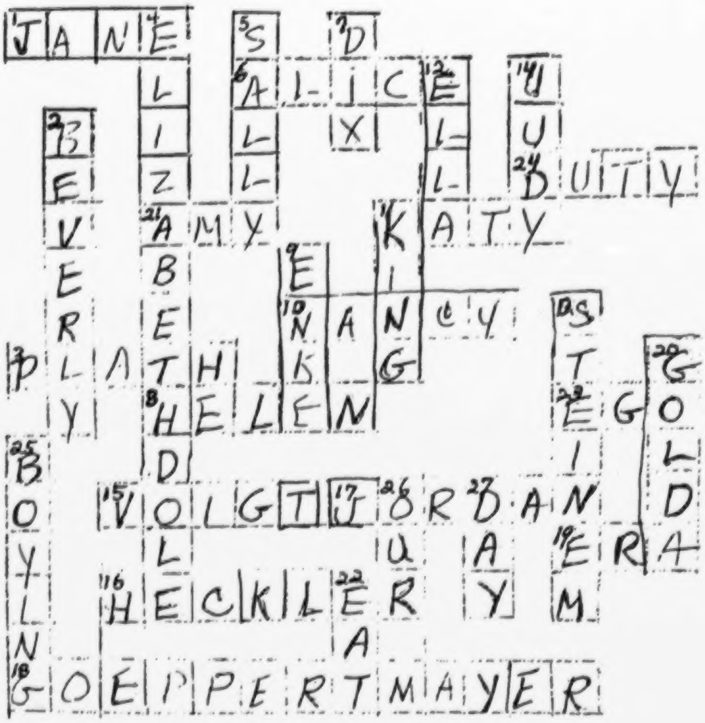
Across

1. an actress, political activist, author of an exercise book
3. won a poetry award in 1982 for The Collected Poems
6. won the 1983 Pulitzer Prize for fiction, Color Me Purple
8. was a blind crusader for the handicapped
10. our First Lady
11. short name for the Washington Post's Board Chairman
15. won the Newbery Award for Dicey's Song
16. Secretary of Health and Human Services
17. former congress woman from Texas, now a university professor
18. won the Nobel Prize for physics in 1963
19. Equal Rights Amendment
21. daughter of a former president
23. what women must protect
24. women's civic________is to vote

(Answers on back)

ANSWERS

American Women Cross-word Puzzle


JANE
ALICE
DUTY
AMY
KATY
NANCY
PLATH
HELEN
EGO
VOLGT
JORDAN
ERA
HECKLER
GOEPPERTMAYER

SUGGESTIONS: Answers may be found in The World Almanac, Current Biographical References, Basic Biographical References

Rosa Shelton
Julius West Middle School

SURVEYING HISTORY BOOKS

Lesson Title: For A Better World

Objective: To become aware of the significant contribution of women to American life.

Subject Area: Social studies

Suggested Level: Grades 5-8

Time Needed: 45 minutes to 2 hours

Materials: American history or social studies book.

Activities: Have students breakup into as many groups as there are chapters in the book. Give each group 5-10 minutes to look through the chapter and come up with a list of women mentioned. It will probably be quite short. In some chapters (many, depending on the book) women will not be mentioned at all. Ask students why they have found relatively few women in their textbook? Send them to the library to look for material on additional women who have made contributions to American life. *Liberty's Women*, a biographical dictionary, would be a good place to start. The biographies and bibliographies in this booklet will also help. A list might include the following women: Florence Kelley, Mary Kenney O'Sullivan, "Mother" Jones, Alice Paul, Angelina Grimke, Maria Stewart, Sarah Winnemucca, Harriet Tubman, Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Susette La Flesche, Abigail Scott Duniway, Helen Keller, Eleanor Roosevelt, and Delores Huerta. (Obviously, the list could be much longer.) Students' list should include the name of the woman, where she was born, when, and a brief description of what she did.

An alternative method involves giving the students the list of names and having them find out what the women did. As a class activity, students can make a list on the board of the different areas in which women have made significant contributions. These might include: civil rights, health, education, government, and science.

Evaluation: The length of students' lists and the accuracy of the information; the enthusiasm of the students in finding information to add to their lists.

Related Activities: Show a film about the life of one of the women on the list. Invite a woman to speak who is working on improving some aspect of your community.

SOURCE: Women In History,
Oregon Schools

Dorothy P. Welan, Media Specialist
Glen Haven Elementary School #767

Sojourner Truth/Susan B. Anthony Lesson Plan Contest - Gr. 5, 6

Spin a Sister

FOCUS OF INSTRUCTION

Students will become acquainted with a greater number of nontraditional careers for women.

PURPOSES AND P. O. 'S

Purpose 1: The elements of nontraditional careers
P.O. 1: Indicate elements of nontraditional careers

Purpose 2: The woman associated with nontraditional careers
P.O. 2: Identify women associated with nontraditional careers

INITIATING ACTIVITY

Read the nursery rhyme

Monday's child is fair of face,...

Discuss how line "Saturday's child " works hard for a living relates to women and their work roles. Brainstorm and list the nontraditional careers in science, mathematics, vocational, and technical areas and the women associated with these careers.

LESSON DEVELOPMENT

Have the students define career and vocabulary words associated with the following 25 careers: veterinarian, astronaut, geologist, oceanographer, pharmacist, physician, biologist, realtor, computers, city planner, systems analyst, Bridadier General, horse shoer/ blacksmith, diesel mechanic, greeting card designer, politics, musician, physical therapy, carpenter, law enforcement, textiles and clothing specialist, jockey, basketball coach, medical technician, steelworker/tinplate inspector.

Have students research women associated with the 25 careers using resources in attached bibliography.

REINFORCEMENT

Spin a Sister Game:

Make a large tag board circle and attach an arrow with a brad. Write the 25 careers along edge of circle. On back of circle write the definition of each career and names of women associated with each career.

Students are divided into 2 teams. The team scores a point when student is able to define career and associate name with career. The team with the most points wins.

EVALUATION

In a discussion students will compare and contrast various nontraditional careers and women associated with careers. Students will compile an illustrated directory of nontraditional careers for women.

Beverly C. Edgell
William H. Farquhar Middle

Lesson Plan for the Susan B. Anthony/Sojourner Truth Activity

"NOT Such A Trivial Pursuit" WOMEN"S Challenge

Rationale: Incorporating historical perspective and modern statistics, students will become aware of non-traditional career choices for women.

Goal: Capitalizing on the "Trivial Pursuit" format, students will develop numerous questions and answers regarding women, using the following categories: history, statistics, famous women, and career choices.

Objectives: Students will:
1. gain knowledge of famous women (past and present)
2. become aware of statistics regarding working women
3. explore career choices for women
4. incorporate their knowledge into game form

Procedure: While gaining information from a variety of sources (books, filmstrips, videotape, Maryland Women's History Week packet, etc.) students will keep a continuing log of questions and answers. These will be placed on index cards, as in the "Trivial Pursuit" game format.

Culmination: The actual game would be constructed and, before playing the game, the following poem would be read:

"NOT such a trivial pursuit"
Is what we've put together
But the awareness of women
Will last us forever.....

As we have fun in playing our game,
Try to remember someone by name
Who did something special in making others see
The valid meaning of choices that are free

"WOMEN"S CHALLENGE" - a game? a career?
It's how the "game" is played
That's the important thought here!

Evaluation: The students' finished product, along with the acquired knowledge, will be the game itself. The game will be played in class, and shared with the rest of the school. The evaluation will be made as the students are responding to the questions asked by the game.

Lynn Harvey and Beverly Edgell
William H. Farquhar Middle School

"You Were There"

Lesson Plan for Susan B. Anthony/Sojourner Truth Activity

Susan B. Anthony/Sojourner Truth

RATIONALE: The timing for this lesson appeared most appropriate with the near overlap of Black History Month and Women's Week. The information presented crosses curricula objectives and fuses the concept of the struggle for minorities' rights.

GOAL: By integrating the curricula of Social Studies, reading and writing, the students will be able to recognize the gist of the struggle that Sojourner Truth and Susan B. Anthony faced while advocating basic rights for women.

OBJECTIVES:

1. To make students aware of the struggle women encountered in their quest for equality.

2. To highlight the accomplishments of Sojourner Truth and Susan B. Anthony through the process of role-playing and interviewing techniques.

3. Using background knowledge and prior experience the students will compare the rights ot the 19th and the 20th Century woman.

METHOD:

1. Prior to lesson, students will be provided with detailed information on Sojourner Truth and Susan B. Anthony.

2. "You Were There" - In this activity 2 women (teachers or students) will be dressed as Sojourner Truth and Susan B. Anthony. A spotlight will be focused on them while they talk about the struggle that women encountered in their quest for equality.

3. A panel of three modern women (students) will come into the picture.

   A. They will ask Sojourner and Susan questions about the women's movement during the 19th Century.

   B. They will explain the women's movement today and get reactions from Sojourner and Susan.

4. Culminating Activities

   A. Diary Entries - One entry must be written as if the student were Sojourner Truth or Susan B. Anthony. The second entry must be written from the standpoint of a modern day woman or man. Diary entries will be shared in order to make comparisions.

   B. Film - "The American Woman - Portraits of Courage"

STUDENT ACTIVITY
Middle

RIDGEVIEW JUNIOR HIGH SCHOOL
MEDIA CENTER/BIOGRAPHY ASSIGNMENT

NAME________________________

FAMOUS WOMEN ACTIVITY

OBJECTIVE: Each student will identify the many contributions to society made by women through the use of various biographical resource materials found in the media center.

DIRECTIONS: On the back of this paper are the names of many famous women. each has been placed in a specific category. Complete the following assignment for one person in each category.

____
CATEGORY

________________________	________________________
NAME OF PERSON	DATE OF BIRTH/DEATH
________________________	________________________
PLACE OF BIRTH	OCCUPATION
________________________	________________________
TITLE OF RESOURCE	PAGE(S)

WRITE TWO IMPORTANT AND/OR INTERESTING FACTS ABOUT THIS PERSON. (USE COMPLETE SENTENCES.)

(Additional information on next page)

Created by Ms. Mary Francis, Ridgeview Junior High

FAMOUS WOMEN ACTIVITY: AN INTERDISCIPLINARY APPROACH UTILIZING ENGLISH AND THE MEDIA CENTER FOR JUNIOR HIGH BIOGRAPHY UNIT

OBJECTIVE: Each student will identify the many contributions to society made by women through the use of various biographical resource materials found in the media center.

MATERIALS: Resources are researched previously by media specialist to assure availability of information. (Suggestions of names are solicited from department coordinators).

PROCEDURE: Students are first instructed in the location and use of various biographical resources. Students are not to use a general purpose encyclopedia. Students are then instructed to find the following information about one person from each category listed:

a. date and place of birth
b. date of death
c. occupation
d. two important/interesting facts about this person
e. title of resource used and pages where information was found

Students are finally paired and instructed to interview each other as to information found, favorite person and why, and most remarkable fact using note taking skills.

EVALUATION: This activity is designed to be completed in one or two class sessions. All work should be considered on the basis of its completeness, since this is primarily an awareness-raising activity.

FAMOUS WOMEN

ARTISTS

Mary Cassatt
Helen Frankenthaler
Rene Magritte
Maria Martinez
Grandma Moses (Anna Mary Robertson)
Louise Nevelson
Georgia O'Keeffe
Germaine Richier

AUTHORS

Louisa May Alcott
Judy Blume
Emily Bronte
Emily Dickinson
Edna Ferber
Harper Lee
Ursula K. Le Guin
Katherine Paterson
Marjorie Rawlings
Harriet Beecher Stowe
Laura Ingalls Wilder

COMPOSERS/MUSICIANS/SINGERS

Marian Anderson
Leonora (Eleonora) Baroni
Carrie Jacobs Bond
Henrietta (Hilda) Bosmans
Joan Davies
Katherine Dunham
Mahalia Jackson
Anne Murray
Beverly Sills
Sarah Vaughan

HISTORICAL FIGURES

Jane Addams
Susan B. Anthony
Joan of Arc
Clara Barton
Shirley Chisholm
Amelia Earhart
Queen Elizabeth I
Indira Ghandi
Florence Nightingale
Sandra Day O'Connor
Pocahontas
Ivy Baker Priest
Betsy Ross
Sojourner Truth
Harriet Tubman
Queen Victoria
Martha Washington

MATHEMATICIANS

Jeanne Dumee
Sophie Germain
Sonya Kovalevsky
Nicole Oresme
Emmy Noether
Mary Fairfax Sommerville

SCIENTISTS

Elizabeth Blackwell
Gerty Theresa Radnitz Cori
Marie Curie
Alice Hamilton
Henrietta Swan Leavitt
Marie Goeppert-Mayer
Margaret Mead
Marie Mitchell

STUDENT DESIGNED ACTIVITY
Created by students at Martin
Luther King, Jr. Middle School

PUZZLE

After reading about Maryland educators, suffragists, and reformers, use the clues to complete the puzzle. The unscramble the letters in the boxes to find out what these women were.

1. first Negro Supervisor of Schools

-☐-----☐ ----☐--

2. professor of history

------☐ ---☐---

3. director of Johns Hopkins Hospital

---☐---- ☐--------

4. organized the Livermore Equal Rights League

--☐------ ---☐-☐--

5. founded the Maryland Federal Department of Representatives

---- -☐☐--

6. a different kind of militant feminist

-☐-☐- ------

7. active in the Maryland's Women Suffrage Movement

-☐---- ☐----☐-

8. worked for the Jewish Children's Bureau

--☐----- ---☐--

9. founder of the NAACP

--☐--- --☐ ----☐--

10. improved conditions in health and population control

----☐--☐ -----

What were these women? ______________________________

Answers:

1. Lucreita Daniels
2. Dorothy Stimson
3. Florence Bamberger
4. Elizabeth Ellicott
5. Emma Funck
6. Edith Hooker
7. Emilie Doetsch
8. Jeanette Wolman
9. Lillie May Jackson
10. Kathleen Robie

These women were Maryland Community Builders

Created by students at Martin Luther King, Jr. Middle School

MARYLAND WOMEN

Julie Arthur
Suzanne Niclke

Directions: Fill in the Blanks with the names of the Maryland Women described. Use the letters in the boxes to fill in the blanks at the bottom of the page.

1. She was the first colonial woman to receive a liscense to print.
_ _ _ _ _   ☐1 _ _ _ _ _ _

2. The founder of the First American Religious Order of Catholic Women.
_ _ _ _ _ _ _ _ _   _ _ _ ☐2 _

3. The "Blue Baby Doctor"
_ _ _ _ _   _ _ _ _ _ _ _

4. The first Dean of Women of the University of Maryland.
_ _ _ _ _   _ _ _ _ _

5. First full-time woman on the Johns Hopkin's Philosoplical Facility.
_ _ _ _ _   , _ _ _ _ _ _ _ _

6. First Catholic Negro Social Worker in the U.S.A.
_ _ _ _ _   _ _ _ _ _ _ _ _

7. Born in Baltimore, known as this country's first Woman Miller.
_ _ _ _   _ _ _ _ _ ☐3 _ _ _

8. First woman to be named as Assistant State Superintendant of Education in Maryland.
_ _ _ _ _ ☐4   _ _ _ _ _ _ _

9. Alias Leslie Ford and David Frame, writers of mystery stories.
_ _ _ _ _ _   _ _ _ ☐5 _

10. Dynamic Baltimore civic leader and leader of Marylands women's suffrage movement.
_ _ _ _ _ _ _ _ _   ☐6 _ _ _ _ _ _ _ _

11. Achieved fame as a coloratura soprano, singing at the Metropolitan Oper
_ _ _ _ _   _ _ _ _ _ _ _ _

12. "Iron Woman of Baltimore"
_ _ _ _   _ _ _ ☐13 _ _

13. Writer of Invincible Louisa, which gave her a Newberry Award.
_ _ _ _ _ _ _ _   ☐7 _   _ _ _

14 Stage and Screen Actress
_ _ _ _ _ _ _   _ _ _ _ _ _ _

15. First Negro Female Physican in Maryland
_ _ _ _ _ _   ☐2 _ _ _ _ _ _ _

16. Pioneer Quaker that brought the Quaker belief to Maryland.
_ _   _ _ _ _ _ _ _   _ _ _ ☐9 _ _

17. Founder of the P.T.A.
_ _ _ _ _ _   _ ☐10 _ _ _ _ _ _ _ _

18. One of golf's finest femal amateur golferS.
☐11 _ _ _ _ _ _ _   _ _ _ _

19. Maryland's first woman school superintendant.
_ _ _ _ _ _   _ _ _ _ _

20. Printer, Publisher and Postmistress during Revolution period.
_ _ _ _   _ ☐12 _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _   _ _ _ _ _
7 10 9 8 4 12 3 13   5 2 11 6 1

ANSWERS:

1. Dinah Nuthead
2. Elizabeth Seton
3. Helen Taussig
4. Adele Stamp
5. Florence Sabin
6. Anita Williams
7. Anna Schneider
8. Jewell Simpson
9. Zenith Brown
10. Elizabeth Ellicott
11. Makel Garrison
12. Lulu Dryden
13. Conrnelia Meigs
14. Margaret Dunnock
15. Louise Young
16. Elizabeth Harris
17. Marion Parkhurst
18. Mary Ann Cook
19. Letti Gough
20. Mary Katherine Goddard

Phrase at bottom: Maryland Women

SNOW HILL MIDDLE SCHOOL

MARYLAND WOMEN'S HISTORY WEEK MARCH 7-13, 1982

Prior to week: Posters displayed throughout school announcing the week
Hall wall display - "Coming Attractions" advertising coming events (included student drawings of notable women)

During the week:

In library:

1. Large display of noted Maryland women (including pictures, posters, and books)
2. Game to identify women (student could win points in library)

In school:

1. Speakers for selected groups (30-50 students in each group)

   Students were selected from Language groups to act as reporters, and then reported to respective classes.

   Grades 6-8

   Female professional athlete - Gail Tatterson - basketball player

   Female attorney - Leslie Coates

   Female newspaperwoman - Peyton Zieger
   (compiled a recipe book for each student)

   Grades 4-5

   Female newspaperwoman - Peyton Zieger

2. Students roleplaying notable Maryland women (used gifted/talented)

   Eighteen female students, Grades 4-8, participated. Each chose a Maryland woman and did research to learn all she could about her subject. On Thursday afternoon, March 11, each student assumed the identity of a noted Maryland woman. (from past and present) These "women" (in appropriate dress) visited five fourth grade and five fifth grade classes. They spoke to the classes about their interesting lives. Question period followed.
   Very effective in classroom setting. Response was very favorable from teachers and students. Hope to expand next year to include visits to all grades. Comments - "I could hardly wait for next guest." I learned a lot I didn't know." I felt the person was here." "Do it again, soon."

3. Videotape made of presentations to be shared with other classes and to be evaluated by participants.

4. Newsperson attended - took pictures - article in local paper.

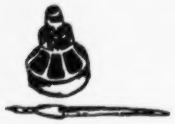
5. Pictures taken by teacher for a scrapbook.

6. Reception in library for student participants and guests.

7. Reading teachers encouraged students to read a biography of a famous woman in history.

American Women's Diaries

STUDENT ACTIVITY
Middle/Secondary

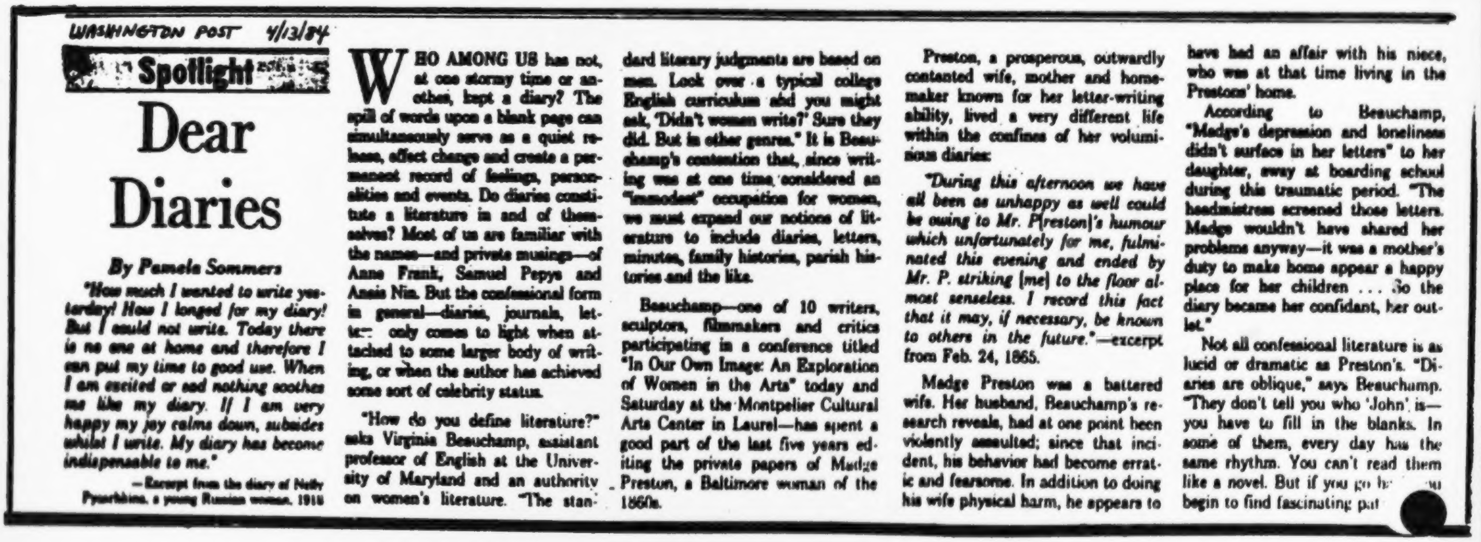


JOURNALS AND DIARIES

One of the richest sources of historical information about everyday life in Maryland are journals and diaries. These were usually written by women, and were often the outlet for creativity for women who were not encouraged to write for publication.

TO DO AND DISCUSS:

1. Read the article below, "Dear Diaries".
2. Discuss why journals and diaries are an important source of American and Maryland women's writings.
3. Ask older female relatives or friends if they kept journals or if their ancestors did, and if it is possible that some of these materials might be shared with you. (A local historical society or library also might have journal materials). Read the journal entries and write a letter to the author as if you knew them personally and were responding to their ideas. Include questions you might want to ask them.
4. Locate in a library a published journal written by a woman. Select and read one. Discuss, list, or illustrate at least three things you learned about the personal life of the author and three things you learned about the historical period reflected in the journal.
5. Keep a daily journal for at least one month. Include descriptions of your feelings as well as of events in your life. Imagine that someone 50 years from now might read your journal to learn more about life in Maryland in 1985. Include some thoughts about what life is like today in your community.



WASHINGTON POST 4/13/84

Spotlight

Dear Diaries

By Pamela Sommers

"How much I wanted to write yesterday! How I longed for my diary! But I could not write. Today there is no one at home and therefore I can put my time to good use. When I am excited or sad nothing soothes me like my diary. If I am very happy my joy calms down, subsides whilst I write. My diary has become indispensable to me."

—Excerpt from the diary of Nelly Ptaschkina, a young Russian woman, 1918

WHO AMONG US has not, at one stormy time or another, kept a diary? The spill of words upon a blank page can simultaneously serve as a quiet release, effect change and create a permanent record of feelings, personalities and events. Do diaries constitute a literature in and of themselves? Most of us are familiar with the names—and private musings—of Anne Frank, Samuel Pepys and Anais Nin. But the confessional form in general—diaries, journals, letters—only comes to light when attached to some larger body of writing, or when the author has achieved some sort of celebrity status.

"How do you define literature?" asks Virginia Beauchamp, assistant professor of English at the University of Maryland and an authority on women's literature. "The standard literary judgments are based on men. Look over a typical college English curriculum and you might ask, 'Didn't women write?' Sure they did. But in other genres." It is Beauchamp's contention that, since writing was at one time considered an "immodest" occupation for women, we must expand our notions of literature to include diaries, letters, minutes, family histories, parish histories and the like.

Beauchamp—one of 10 writers, sculptors, filmmakers and critics participating in a conference titled "In Our Own Image: An Exploration of Women in the Arts" today and Saturday at the Montpelier Cultural Arts Center in Laurel—has spent a good part of the last five years editing the private papers of Madge Preston, a Baltimore woman of the 1860s.

Preston, a prosperous, outwardly contented wife, mother and homemaker known for her letter-writing ability, lived a very different life within the confines of her voluminous diaries:

"During this afternoon we have all been as unhappy as well could be owing to Mr. P[reston]'s humour which unfortunately for me, fulminated this evening and ended by Mr. P. striking [me] to the floor almost senseless. I record this fact that it may, if necessary, be known to others in the future."—excerpt from Feb. 24, 1865.

Madge Preston was a battered wife. Her husband, Beauchamp's research reveals, had at one point been violently assaulted; since that incident, his behavior had become erratic and fearsome. In addition to doing his wife physical harm, he appears to have had an affair with his niece, who was at that time living in the Prestons' home.

According to Beauchamp, "Madge's depression and loneliness didn't surface in her letters" to her daughter, away at boarding school during this traumatic period. "The headmistress screened those letters. Madge wouldn't have shared her problems anyway—it was a mother's duty to make home appear a happy place for her children ... So the diary became her confidant, her outlet."

Not all confessional literature is as lucid or dramatic as Preston's. "Diaries are oblique," says Beauchamp. "They don't tell you who 'John' is—you have to fill in the blanks. In some of them, every day has the same rhythm. You can't read them like a novel. But if you go [illegible] begin to find fascinating pat

Anne Atanosian
Acting English Resource Teacher
Wheaton High School

Susan B. Anthony Lesson Plan

In my Language Writing Workshop II class, the following one-day lesson was developed. Objective: to develop a five-line poem using the lead letters in the word WOMAN. I worked one out on the board--erasing words, trying new ones--to indicate how the creation of a poem is sometimes tedious, sometimes a flash of inspiration, but usually hard work.

Students were encouraged to brainstorm, freewheel, share aloud and privately words they chose to write their poems. Awareness levels reached peak moments of interaction between students--males and females together detailed lists of words that indicated attitudes.

Initially, the boys joked a lot, but as the girls countered their jibes, the group settled down and became an effective arena to exchange and communicate ideas of how bias and prejudice towards females can be inherent in language and in the use of words. By the end of the period (and this exercise should not go beyond one period because its purpose is to get students to respond spontaneously) the knowledge of how words indicate approval and support or denial and prejudice was recognized. Group work, peer evaluation, and consensus were skills emphasized to make this an exciting, enlightening class period.

Examples of student work resulting from this exercise:

Teacher example	Susan Hill	Linda Neudorfer
Wondrous Eve	Whole in mind and body	Whirling, worthy, warmth
Omen cast out	Onlooker to scenes afar	Overcoming all
Matched sleeve of man	Mature as a distant sun	Mysterious yet mindful
Adam's master plan	Able, yet not allowed	Achieving goals set
NOW with clout.	Natural, yet man-made.	Never say "let."

Sojourner Truth/ Susan B. Anthony Lesson Plan for Women's History Week

Objective To teach the use of the Reader's Guide to Periodical Literature to high school students.

Method After using visuals to demonstrate techniques to use of Reader's Guide each student will get an assignment sheet.

The student will determine the key word or words which are to be located.

The student will locate the subject or name within the most appropriate volume of the Reader's Guide.

After selecting only one article on the subject, the student will cite the article in proper bibliographic form.

Materials Needed Reader's Guide. pencil and paper

Babette Pitt
Northwood High Media Specialist

Name______________________________ Date________________

WOMEN IN THE READER'S GUIDE

Determine from the questions the key word that will be use to locate the subject in the index.

Locate the subject.

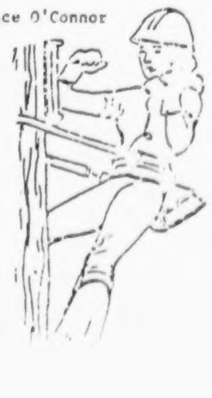
Choose one article on the subject.

Cite the article in correct bibliographic form.
(Last Name, First Name. "Title of Article." Name of Magazine. Volume Number
(Date,Year), Page or Pages.

Select five (5) of the following names or subjects to search for in the Reader's Guide.

Locate one article for each of the following names or subjects:

a. Review of movie "Annie"
b. Review of movie "Yentl"
c. Economist Sylvia Porter
d. Women in China
e. Artist Louise Nevelson
f. Political figures who are women
g. North American Indian Women
h. N,O,W,
i. Women and the draft
j. Eleanor Roosevelt
k. Women in India
l. Skier Suzy Chaffee
m. Woman's History
n. Women travelling
o. Shirley Temple Black
p. Shirley Chisholm
q. Supreme Court Justice O'Connor
q. Gloria Steinem



CHUCK MARKS DAMASCUS HIGH

STUDENT ACTIVITY
Secondary

FAMOUS WOMEN WORD CLUE GAME

A Suffrage was her cause.

B Traveled without a false step.

C Ran one of the first subways.

D To her the earth was good.

E She crossed the reds.

F Fired for a cause.

G Her Albert wasn't in a can.

H He was really a her.

I Uncle didn't live in a house.

J Deathly sensitive to venom.

K Her hull wasn't a cabin.

L The monkeys three observed the same as she.

M Great in the atmosphere but the hydrosphere was her undoing.

N She didn't toot her name.

O She provided a way to make some people well.

P A first she is with lots of decisions.

Q Eleanor gave up her Daughters for her.

R She is not made of iron but she identifies as its lady.

S She was artfully late.

T She buried hatchets in unusual places

(Directions may vary)

1. Joan-of-Arc
2. Pearl Buck
3. Lena Horne
4. Margaret Thatcher
5. Grandma Moses
6. Susan B. Anthony
7. Cleopatra
8. Taylor Caldwell
9. Madame Curie
10. Jane Addams
11. Carrie Nation
12. Amelia Earhart
13. Marian Anderson
14. Sandra O'Connor
15. Sojourner Truth
16. Florence Nightingale
17. Queen Victoria
18. Harriet Beecher Stowe
19. Helen Keller
20. Harriet Tubman

ANSWERS:

1-F, 2-D, 3-N, 4-R, 5-S, 6-A, 7-J, 8-H, 9-E, 10-K, 11-T, 12-M, 13-Q, 14-P, 15-B, 16-O, 17-G, 18-I, 19-L, 20-C.

Sojourner Truth Lesson Plan Contest

From: Anne Atanosian, English Department
Wheaton High School

A Consciousness Raising Lesson:

OBJECTIVES:
1. A one day lesson to create awareness concerning textual materials on the 11th grade level that denote sexist characteristics
2. To understand how descriptive adjectives have a connotative quality to them as well as a denotative meaning

LESSON: Look carefully at the language of the text [teacher can use any passage of a novel--a poem--or a short story].

Underline words describing male and female characters--especially in relation to the character's behavior. Then make 2 columns on the board (or on individual work sheets).

MALE	FEMALE

Make a list of the identified words (descriptive adjectives and adverbs)

Put words under the proper heading in the male/female boxes, then reverse the words--those under female place under male (see what alters, if anything)

This exercise usually gets a lot of laughs--the implications of assigning qualities that are associative with behavior become clearer to students.

After discussing the implications of the "tyranny of language" have students come to their own conclusions.

[This lesson should be done in a light-hearted manner--not dictatorial--if it is to have lasting merit or have a positive carry over.]

Make it "fun" with a message.

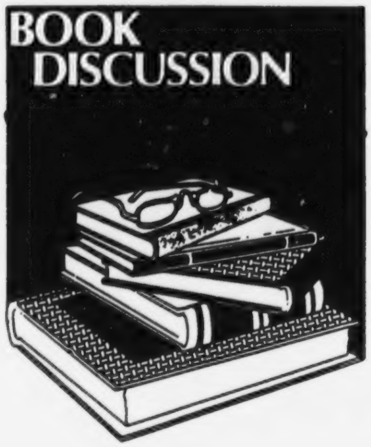
STUDENT ACTIVITY
Secondary

BOOKS IN REVIEW

TO DO:

After reading a book by a Maryland woman author, write a short essay defending one of the following statements:

1. This book should be in every English classroom library.
2. This book (if it has been published within the past 10 years) should be included in a best books of this decade list.
3. This book should be included in a recommendation for leisure and summertime reading.
4. This book should be included in a recommendation list for high school readers.
5. This book should be read by every thinking American.
6. This book should win an award.
7. This book should be read by every student who hates to read.
8. This book doesn't deserve its popularity.
9. This book reflects life as it really is.
10. This book... (topic of your choice)



CELEBRATING MARYLAND WOMEN'S HISTORY

Potomac High School

CALENDAR OF EVENTS

MARYLAND Women's History Week

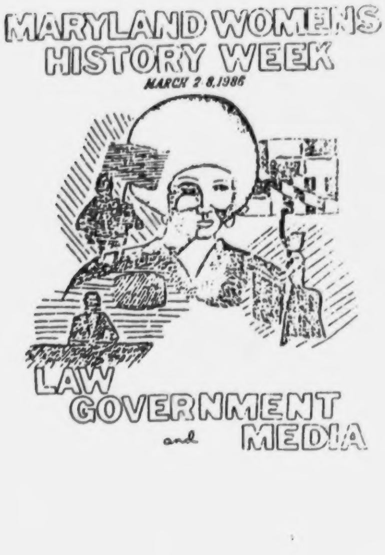
MARCH

THEMES

Monday	Tuesday	Wednesday	Thursday	Friday
WOMEN AND LAW	WOMEN IN LAW ENFORCEMENT	WOMEN IN MEDIA	WOMEN IN JOURNALISM	WOMEN IN GOVERNMENT

MOCK TRIAL	FEMALE STATE'S	PUBLIC INFORMATION	REPORTER FROM	ASSEMBLY COUNTY
FEMALE JUDGE	ATTORNEY SPEAKS	SPECIALIST, BOARD	PRINCE GEORGE'S	COUNCILWOMAN
PRESIDES		OF EDUCATION SPEAKS	JOURNAL	SPEAKS

ALL WEEK: "WOMAN OF THE DAY" contest; faculty members wear clues about a notable woman; students try to identify the person described.



FRIDAY, MARCH 7, 1986
9:00 A.M.

MISTRESS OF CEREMONY -- MS. DAWN GRAY (STUDENT)

PRESENTATION OF COLORS --------------- R.O.T.C.

INVOCATION ------ MS. CYNTHIA JACKSON (STUDENT)

SOLO VOCAL SELECTION -------- MS. LEAH F. BATTS (ENGLISH TEACHER)

WELCOME -------------------- MS. REAL RAWLINGS

MUSIC SELECTION --------------- MS. MARY THOMAS (ARR. OF G. BIZET BY BOB JAMES)

INTRODUCTION OF SPEAKER ---- MS. CHERRISE TYLER (STUDENT)

SPEAKER ------------------- MS. HILDA PEMBERTON (COUNCILWOMAN)

REMARKS ----------------- MS. MARY JO CHRISTIAN (ADMINISTRATIVE ASSISTANT)

NEHS NORTH EAST HIGH SCHOOL

John B. Kelly, Principal
John Abel, IV, Assistant Principal
Maurice H. Tenney, Jr., Assistant Principal

300 Irishtown Road
NORTH EAST, MARYLAND 21901
(1-301-287-5321)

Febraury 17, 1984

Dear Friend,

As one who is interested in exchanging ideas, developing friendships, and encouraging personal growth among women, you are invited to participate in Career Companions Day, a Womens History Week Activity at North East High School Friday, March 9, 1984.

Think about yourself for a moment. How is it that you became the person you are today? Who were the people who helped you achieve your aspirations, gain control of your life? I'm sure you are thinking of several women: your mother, a relative, a woman who was a part of your daily life, a woman you met or saw perhaps only once. Whoever they were or how long you knew them, they gave you the certainty that, of course you could become the person you were capable of being.

Do you want to repay those women, honor them? You can. Extend your hand to those women growing up to their futures. Join us for Career Companions Day. I will pair you with a student. Sharing a morning (see attached agenda), you will have an opportunity to exchange thoughts and feelings about careers, parenthood, homemaking, and any other subject that interests you. Giving some of yourself for a morning, you will supply this young woman the added assurance that she is a valued person, one who can turn her aspirations into reality, just as you did.

Please call and let me know you'll share our activity or you want more information. (North East High School: 287-5321 or 287-5322. Home: 398-6609) Please let me hear from you no later than Wednesday, February 29, 1984.

I extend an invitation to you to join those of us who have discovered the exhilaration of making a positive contribution to a young woman's life.

Sincerely,

Barbara Garner

Barbara Garner
Coordinator, Career Companions Day

NORTH EAST HIGH SCHOOL - WOMENS HISTORY WEEK, 1984
WEDNESDAY, MARCH 7, 1984
CHANGES, CHOICES, AND CHALLENGES

9:00 AM - 10:20 Lower lecture hall. Welcome.
Film: She's Nobody's Baby

10:30 - 12:00 Workshops

1. Building Strong Relationships - Mr. Stephen Garner, B226
Do you want to share your life with someone you love? Do you want successful personal and work relationships? Don't simply "follow the cowpath", letting what happens at the moment set you off in a new direction. Learn to plan your direction. Learn to make CHANGES to your mutual advantage. Learn the listening, communication, and decision making skills that build strong, satisfying relationships.

2. Careers - Mrs. Jayne Foard, Mrs. Alice Dorezas, Career Center
The key to winning in life is to make informed career decisions. Don't make the CHOICES that shape your life while you're on "automatic pilot." Learn where the careers are and how to start planning - Now.

3. Finances - Dr. Mary Stephenson, B227
"Money may not be the most important thing in life, but it's way ahead of whatever is in third place." Henny Youngman.
Your attitude toward money and your knowledge of good financial practices will have a major effect on your happiness. Are you conscious of which CHOICES you make and why? Learn about sharing financial knowledge and responsibility with your partner. Learn practical ways of achieving financial security.

4. Marriage and Divorce - Mrs. Pat Carrow, Media Center
"In the U.S., every 28 seconds a marriage ends in divorce." NEWSWEEK 1/9/84.
Is the divorce of someone close to you affecting you? What can you learn from it? Do you know the ingredients of a successful marriage? Learn what you can do before marriage to insure a wise decision. Learn the skills that can help you meet the CHALLENGE of a lasting marriage.

5. Success in Mathmatics and Testing - Ms. Barbara Goldstein, B210
"Success in math means success in life. Without a solid math background, about 60% of good careers are closed to you." Sue Fuhrmann, Coordinator of Continuing Education, Cecil Community College.
Do you feel that you're "just not good at math"? Do you take only required credits? You may have what educators refer to as math anxiety. Do you "choke" at test time? Learn how to build a confident attitude and win at math and testing. Learn how to open closed doors and meet the career CHALLENGE of the future.

12:00 - 12:30 Lunch. (If your regular lunch period is third shift, please report to class at 12:00.)

UNIVERSITY ACTIVITIES
(Sample)

CALENDAR OF EVENTS

Women's History Week

MARCH

5 Monday WOMEN & ART	6 Tuesday WOMEN & WORK	7 Wednesday WOMEN & SOCIAL CHANGE	8 Thursday INTERNATIONAL WOMEN'S DAY

Monday, 5 March: Women and Art

12-2 **Films:**
"Spirit Catcher—The Art of Betye Saar"
"Quilts in Women's Lives"

Multi-media room 4th fl Hornbake Library

3-4 **Panel:**
"Women in Media" cosponsored by the College of Journalism and the Women's Studies Program. Panelists: Dr. K. Richwine "Sadie Kneller Miller—Photojournalist", Dr. M. Beasley, "History of Md Women in Media"; and S. Dickman "Md Women in Media Today" Moderator Dr. J. Withers (see article on Sadie Kneller Miller)

3117 College of Journalism, reception afterwards

7-10 **Evening of Poetry and Prose**
Lucille Clifton, Jewell Rhodes and Minnie Bruce Pratt reading from their work; reception afterwards.

0204 Architecture Building

Tuesday, 6 March: Women and Work

12-1 **Brown Bag Lunch:**
Linda Clendenning speaking on women's wages, comparable worth. Food for sale from Md. Food Coop.

Arts and Humanities Conference room, Francis Scott Key

3-5 **Films:**
"Union Maids"
"Rosie the Riveter"

Multi-media room 4th fl Hornbake Library

7-9 **A Woman on Her Work:**
Michelle Parkerson filmmaker and writer showing and talking about the making of her videotape on Sweet Honey in the Rock, "Gotta Make This Journey." (see article)

Multi-media room, 4th fl Hornbake Library

Wednesday, 7 March: Women and Social Change

12-1 **Brown Bag Lunch:**
Becky Williams and Hattie Sandidge, of UMCP Counseling Center, speaking on their experiences of effecting change in their communities. Food for sale from Md. Food Coop.

Arts and Humanities Conference room Francis Scott Key

3-5 **Film:**
"South Africa Belongs To Us"

Multi-media room, 4th fl. Hornbake Library

Thursday, 8 March: International Women's Day

12-1 **Brown Bag Lunch:**
Ilhan Cagri, Afganistan, and Sonia Eld, Danish (tent.) compare their native countries cultures to American culture. Food for sale from Md. Food Coop.

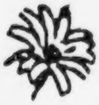
Arts and Humanities Conference room, Francis Scott Key

7:30-10 **Film:**
"Lucia," on women in Cuba, with Jill Gay of the Institute for Policy Studies introducing the film and leading discussion afterwards.

Fletcher Hall, Art-Soc building

SCHOOL SYSTEM ACTIVITY
Sample

A SCHOOL SYSTEM CELEBRATES...MONTGOMERY COUNTY



Montgomery County Public Schools annually co-sponsor a Sojourner Truth/Susan B. Anthony Lesson Plan Contest with the Title IX Advisory Committee and the Montgomery County Commission for Women. Teachers whose women's history lesson plans are selected as winners receive funds to purchase equity and women's history materials for their classrooms. Several winning lesson plans (K-12) are included in this packet.

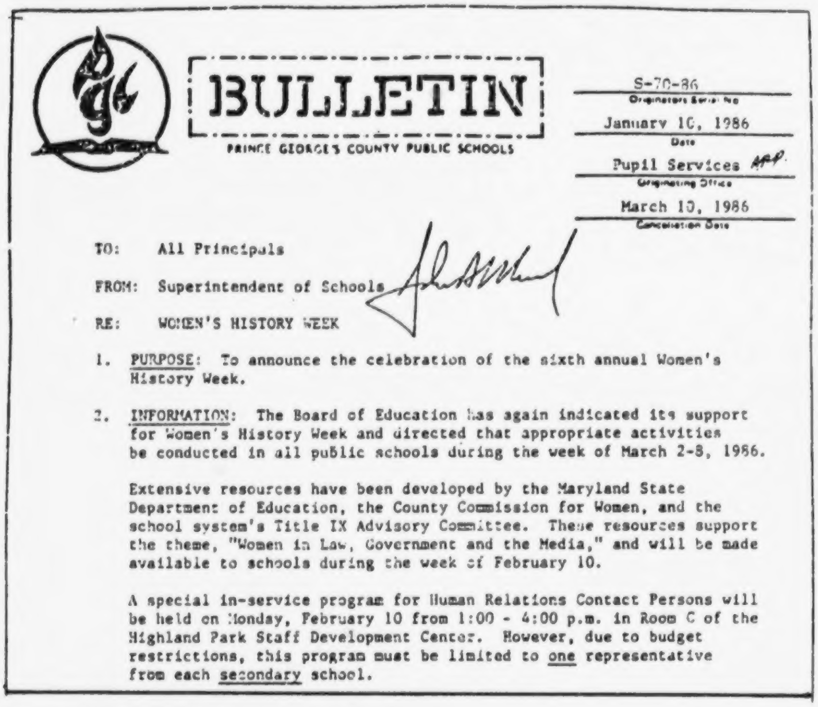
CELEBRATING MARYLAND WOMEN'S HISTORY

You are cordially invited
to a reception
for the winners of the
Sojourner Truth/Susan B. Anthony
Lesson Plan Contest
on March 7, 7:30 p.m.
in the Auditorium,
Carver Educational Services Center

Sponsored by the Department of Human Relations
The Title IX Advisory Committee and
The Montgomery County Commission for Women

A SCHOOL SYSTEM CELEBRATES WOMEN'S HISTORY...

PRINCE GEORGE'S COUNTY



BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

S-70-86
Originators Serial No

January 10, 1986
Date

Pupil Services APP.
Originating Office

March 10, 1986
Cancellation Date

TO: All Principals

FROM: Superintendent of Schools

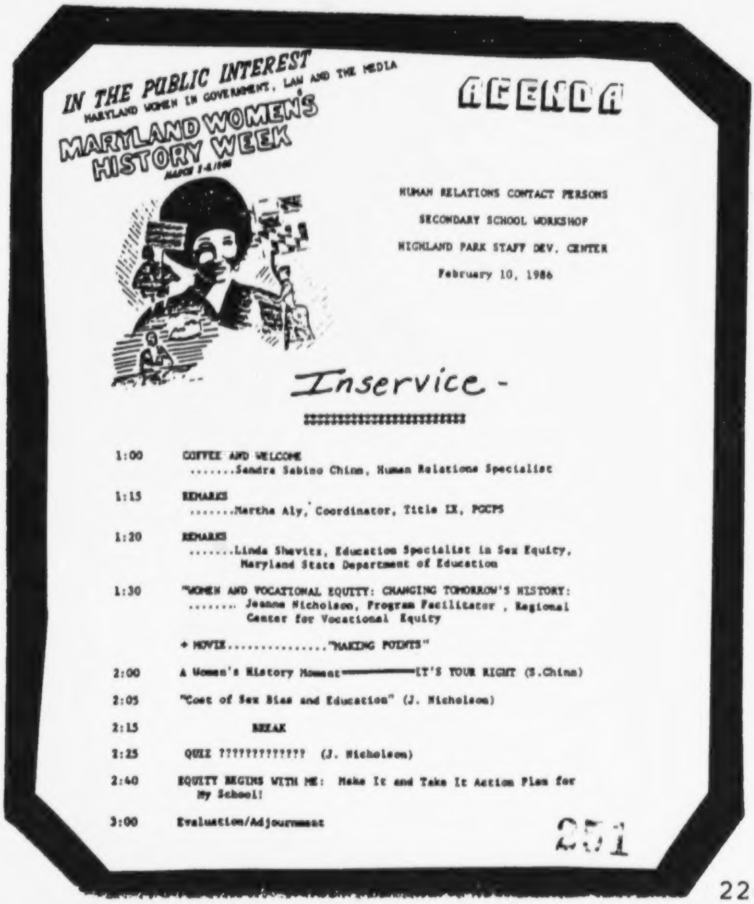
RE: WOMEN'S HISTORY WEEK

1. PURPOSE: To announce the celebration of the sixth annual Women's History Week.

2. INFORMATION: The Board of Education has again indicated its support for Women's History Week and directed that appropriate activities be conducted in all public schools during the week of March 2-8, 1986.

   Extensive resources have been developed by the Maryland State Department of Education, the County Commission for Women, and the school system's Title IX Advisory Committee. These resources support the theme, "Women in Law, Government and the Media," and will be made available to schools during the week of February 10.

   A special in-service program for Human Relations Contact Persons will be held on Monday, February 10 from 1:00 - 4:00 p.m. in Room C of the Highland Park Staff Development Center. However, due to budget restrictions, this program must be limited to one representative from each secondary school.



IN THE PUBLIC INTEREST
MARYLAND WOMEN IN GOVERNMENT, LAW AND THE MEDIA
MARYLAND WOMEN'S HISTORY WEEK
MARCH 2-8,1986

AGENDA

HUMAN RELATIONS CONTACT PERSONS
SECONDARY SCHOOL WORKSHOP
HIGHLAND PARK STAFF DEV. CENTER
February 10, 1986

Inservice -

1:00 COFFEE AND WELCOME
.......Sandra Sabino Chinn, Human Relations Specialist

1:15 REMARKS
.......Martha Aly, Coordinator, Title IX, PGCPS

1:20 REMARKS
.......Linda Shevitz, Education Specialist in Sex Equity, Maryland State Department of Education

1:30 "WOMEN AND VOCATIONAL EQUITY: CHANGING TOMORROW'S HISTORY:
.... Jeanne Nicholson, Program Facilitator, Regional Center for Vocational Equity

+ MOVIE..............."MAKING POINTS"

2:00 A Women's History Moment———IT'S YOUR RIGHT (S.Chinn)

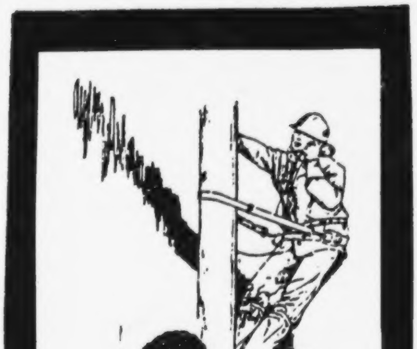
2:05 "Cost of Sex Bias and Education" (J. Nicholson)

2:15 BREAK

2:25 QUIZ ????????????? (J. Nicholson)

2:40 EQUITY BEGINS WITH ME: Make It and Take It Action Plan for My School!

3:00 Evaluation/Adjournment



A woman's place is...

Bookmark distributed throughout county schools (design by Bruce Feinberg, art teacher)

In 1986, as in previous years, Allegany County Schools and community organizations coordinated a wide variety of activities to celebrate Women's History Week. In planning these events Deborah Bittinger and Charlotte Sigler represented the school system, and Lillian Boughton and Alice Shupe of AAUW represented the community. Activities included publication of a booklet highlighting contributiors of Allegany County women in law, government, and the media; newspaper coverage; teas; and displays in libraries, in addition to school-based programs. Sample articles are reprinted below.

CELEBRATING MARYLAND WOMEN'S HISTORY

SAMPLE ACTIVITIES
School/Community

A COUNTY CELEBRATES...ALLEGANY COUNTY

TIMES, 3/2/86

MARYLAND WOMEN'S HISTORY

Tammy Sue Winner *represented Beall High as a Student Page at the Maryland Legislature.*

On March 2-8, 1986, schools and communities across the State will be celebrating Maryland Women's History Week, co-sponsored by the Maryland State Department of Education and the Maryland Commission for Women. The theme for this year is "In the Public Interest: Maryland Women In Government, Law, and the Media."

A resource packet of materials has been distributed to every public school and library in the State. This packet includes informational articles, biographical profiles, student activities, and questionnaire responses from more than 70 Maryland women active in government, law and media.

The local planning committee for Women's History Week has compiled a resource packet with questionnaires from local women appointed or employed in government, law, or media.

The Frostburg Branch of the American Association of University Women will celebrate Women's History Week with an open board meeting and luncheon to be held at Lazarus Tea Room on Saturday, March 8th, at 12 noon. Ruth Ogden will present a brief program concerning women. Hostesses are Maggie Guild, Margaret Faulk, and Rosann Langhans. Dr. Sharon Robinson will preside at the business meeting.

The Frostburg Branch is purchasing a large poster giving facts about outstanding women. This will be made available on loan to the public after it is on display at Frostburg State College during the month of March.

The Cumberland Branch will have a display of books on "Images of Women in Our History." These may be seen in the Public Library on Washington Street, Cumberland.

The purpose of 1986 Women's History Week is to highlight recognition of women's efforts and accomplishments through involvement "in the public interest" and to infuse this recognition into curricula throughout the year. In traditional historical materials women's contributions in the areas of government, politics, law and the media have been unrecognized or undervalued.

For more information contact Deborah M. Bittinger (759-2008) or Charlotte Sigler (759-2007).

Cumberland, Md., Friday, Feb. 28, 1986

Cumberland AAUW Notes Women's History Week

American Association of University Women, Cumberland Branch met recently for a luncheon session at Lazarus Greenhouse. Lilian Boughton greeted the guests and presided and Christine Alexander gave the invocation.

Alma Logsdon presented the program, "Place Names in Maryland." She used a map to indicate the location of many of these places.

During the business session, Legislative Day in Annapolis on March 4 was announced. AAUW and the League of Women Voters will meet jointly to attend to their legislation priorities.

The Maryland Division Convention will be held April 12-13 in Frederick on the Hood College campus. Members may attend on either or both days.

AAUW and Maryland Woman's History Week will be observed March 2-8. Cumberland Branch will have information about the organization available at the Community Booth at Country Club Mall on Wednesday, March 5.

A display of books dealing with women's accomplishments will be set up in the Public Library on Washington Street. Margaret King is working with the librarians on this project.

A booklet containing names and notes of Allegany County women prominent in government, law and the media is being prepared by Charlotte Sigler and Deborah Bittinger, supervisors for the Board of Education, as well as Frostburg and Cumberland Branches of AAUW. The State Board of Education and the Maryland Commission for Women are sponsors for the statewide observance of Maryland Women's History Week.

Those present were Margaret Doak, Mary Margaret Dougherty, Pauline Fisher, Betty Flake, Wilma Haines, Mary Harrison, Barbara Henry, Nan Livingstone, Lolita Llewellyn, Diane Musick, Cleona Reed, Mary Jane Shipway, Dorothy Smith, Kay Stangel, Dottie Turner and a guest, Rebecca Wallace.

Schools Celebrate Maryland Women's History Week

Frost Elementary School

Frost Elementary School used posters and banners to announce Maryland Women's History Week. Famous women in areas of art, music, sports, and literature were placed in the art, music, P.E. and library rooms, and quotes from famous women were displayed in the halls.

A letter was sent to the faculty to make them aware of the event with an activity sheet attached to it.

A bulletin board displayed book jackets from books about women, and book displays and bookmarks on famous women were placed in the library.

A wall mural was made by students who brought in pictures and articles of "Women in the News."

Cresaptown Elementary School

At Cresaptown Elementary School the observance was coordinated by a committee composed of Brenda Nelson, first grade teacher; Randi Agepstein, Special Education resource teacher; and Theresa Sindy, aide. The committee assigned specific Maryland women to each class in the school and helped teachers obtain resources for researching information. Each class working on the children's own ability levels completed pictures and written work which was displayed throughout the school.

Cresaptown Committee-Left to right: Brenda Nelson, teacher; Bobby Witt and Donna Dumas, fifth grade students; Randi Agepstein, teacher; and Theresa Sindy, aide.

BALTIMORE
WOMEN'S HERSTORY WEEK

A joint project of the
Baltimore Women's Coalition
and the
YWCA of the Greater Baltimore Area

Each of you has been selected by your social studies specialist to serve on a Maryland Women's History Week Committee. The Office of Social Studies will sponsor a city-wide program to celebrate Maryland Women's History Week on Wednesday, March 7, 1984, 1:00 P.M.-2:30 P.M. in the Auditorium of the Division of Secondary Education, 181 North Bend Road. In order to plan the program for March 7, we will meet with you at the Northwest Regional Office 4849 Pimlico Road, 21215 on February 8, 1984 at 3:15 P.M. Please be prepared to:

1. determine the theme of the program
2. suggest appropriate activities/resources to carry out the theme
3. volunteer to assume responsibility for an activity.

CITY of
BALTIMORE
MEMO

BALTIMORE SUN 3/3/84

Herstory Week aims to recognize America's founding mothers

by Randi Henderson

IT WASN'T just his story. It was her story as well.

The trouble is, it wasn't taught that way. We've heard the accounts of the exploits of the founding fathers, the details of the lives of Washington and Jefferson and Franklin and all the other famous men who were so important to growth of this country.

What about the founding mothers? Was it just Betsy Ross sewing the flag and Molly Pitcher carrying water to the soldiers? Is that the only kind of contribution women had to make to the development of this country?

In fact, the contributions of women to the history of the United States have been lasting and significant, and in Maryland and throughout the nation, next week is being set aside to recognize these achievements.

SCHEDULE OF EVENTS

SATURDAY, FEBRUARY 23

8:00 **Maria Broom, Dance Bringer of Baltimore Presents "World Dancing" and Ademola Ekulona, performance poet.** *A benefit for the Ellen F. Fisher Racial Justice Center of the YWCA.*
at: YWCA, 128 West Franklin Street
cost: $6.00
sponsored by: The Racial Justice Month Project and Baltimore Womens Herstory Week. For information call 685-1460

FRIDAY, MARCH 1

9:00 - 1:00 **Women's Dance. Music by Sharone.**
Refreshments for sale.
at: YWCA, 128 West Franklin Street
cost: $5.00 at the door
sponsored by: Maryland N.O.W.

SATURDAY, MARCH 2

12:30 - 5:00 **Forum: The U.N. Decade for Women: How to Bring It Home from Nairobi.**
Panel discussions and workshops on the Decade and the final conference in Nairobi, Kenya.
at: YWCA, 128 West Franklin Street
cost: $3.00 at the door
sponsored by: Baltimore Womens Herstory Week. For information call 685-1460.

8:30 - 12:30 **Coffeehouse featuring SUEDE.**
Alcohol Free (no alcoholic beverages).
at: Saint John's United Methodist Church
27th and Saint Paul Streets
cost: $4.00 at the door
sponsored by: Metropolitan Community Church. For information call 247-0699.

SUNDAY, MARCH 3

2:00 - 7:00 **Women's Film Festival:** including *Rosie the Riveter*, *How Women Got the Vote*, *Pink Triangles*, *The Gender Gap Film*, and more: two programs and reception 4:30 - 5:00.
at: University of Baltimore, Langsdale Auditorium
Maryland Avenue and Oliver
cost: $5.00/one program, $8/both
sponsored by: Maryland Chapter and Baltimore Chapter of N.O.W.

5:00 - 9:00 **Reception: 20 Women of Distinction.**
at: Tawes Center, Coppin State College, 2500 West North Avenue
cost: $15.00 donation
sponsored by: African-American Women's Political Caucus.
For information call 764-7197

WEDNESDAY, MARCH 6

7:30 **Panel: Social Policy and Women's Needs: What You Don't Know Will Hurt You.**
presenters: Diane Doughty, *Legislative Director, National N.O.W.*, Gerr Aronin, *Chair, Women's Alliance of Maryland*, Mary Pat Clark Linda Heisner, *Maryland State Department of Human Resource Women's Programs*
at: YWCA, 128 West Franklin Street
sponsored by: National Association of Social Workers - Maryland Chapter.

FRIDAY, MARCH 8 INTERNATIONAL WOMEN'S DA

8:00 **A Celebration: Music, song, dance and drama to celebrate al women of the world.**
Refreshements for sale.
at: YWCA, 128 West Franklin Street
sponsored by: Baltimore Womens Herstory Week.

SATURDAY, MARCH 9

1:30 - 5:00 **Baltimore Women's Herstory Tour**
Glimpse Baltimore from a different perspective. Follow in th footsteps of your foremothers. Meet doctors, photographer pharmacists, art collectors, educators, classicists and sculptors. Bu transportation provided.
at: YWCA, 128 West Franklin Street
cost: Donation
sponsored by: Baltimore Womens Herstory Week. For information call 685-1460.

9:30 - 1:00 **Dance featuring INFINITE, a women's reggae band from Wash ington, D.C.**
at: Glass Pavilion, Johns Hopkins University, 3400 North Charles Stree
cost: $3.00 at the door, $2 in advance, at Student Union
sponsored by: M. Carey Thomas Feminist Alliance, Christine Ladd Feminis Alliance, Progressive Student Union, International Socialist Organi zation. For information call 338-7651

CELEBRATING
MARYLAND WOMEN'S HISTORY

Harford County

***COMMISSIONER SHARON GARVIN* addressing the gathering at the Georgetown North champagne "kick off" brunch commemorating Maryland Women's History Week, March 4.**

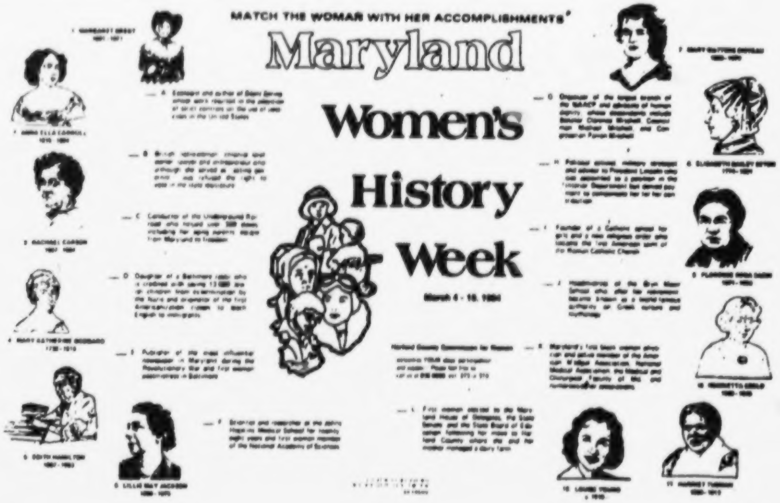
Women's History Week is celebrated in Harford

The "kick-off" champagne brunch held at the Georgetown North on Sunday, March 4, was called a "huge success," by its organizers. The placemat theme "Match the Maryland Woman With Her Accomplishments" set the mood for the week.

Guests of note were Joan Traub, Director of the Department of Community Services, Mary Bristow, Harford County historian, Delegates Barbara Kreamer and Eileen Rehrmann, and James Macgill, Acting Chief of the Office on Aging.

Harford County celebrated Women's History Week through use of the placemats, which were designed and distributed by the Commission for Women to local restaurants. These same placemats were also ordered by the Maryland Commission for Women and the Maryland State Department of Education for use throughout the city school system.

The County Council and the County Executive issued a proclamation noting the importance of the week and many clubs and organizations also joined in the commemoration; Commissioner Sharon Garvin spoke regarding famous Maryland women at the Joppatowne Women's Club meeting. On March 19, Joan Traub will speak at the Harford Council of Community Services regarding Women's History Week and Women's Services and Programs in Harford County.


MATCH THE WOMAN WITH HER ACCOMPLISHMENTS*
Maryland
Women's
History
Week

Historical placemats here in women's history week

March 4 through 10 is celebrated as Maryland Women's History Week and Harford County is in the spotlight! During this time, women's history placemats will be used in many major restaurants throughout the county. The placemats are entitled, "Match the Maryland Woman with Her Accomplishment".

Patrons of local establishments will have the opportunity to see how much they know about notable Maryland women and also expand their knowledge. These same placemats will also be distributed by the Maryland State Department of Education throughout the Baltimore City school system.

For further information contact the Harford County Commission for Women, 838-6000, ext. 373.

COMMISSION FOR WOMEN

Habern W. Freeman
County Executive

COMMUNITY ACTIVITY
(Sample)

MARYLAND WOMEN'S HISTORY WEEK
"KICK-OFF" BRUNCH - MARCH 2, 1986

The Harford County Commission for Women welcomes you to come and help celebrate the annual Maryland Women's History Week observance at a "kick-off" brunch to be held on March 2, 1986.

This year's theme is IN THE PUBLIC EYE: MARYLAND WOMEN IN GOVERNMENT, LAW AND THE MEDIA. Featured speakers and topics will be:

SENATOR CATHERINE I. RILEY

"Teenage Pregnancy and State Legislation"

LISA DeNIKE - Evening Sun Papers

"On Being a Women Reporter" and "Women on Death Row"

CINDY FERRIS, ESQ. - Anne Arundel County Asst. State's Attorney

"Child Abuse"

The brunch will be in the Aberdeen Sheraton at 11:00 AM, March 2. 1986. The buffet will include juices, fresh fruit bowl, marinated salads, hash brown potatoes, bacon/sausages, quiches, scrambled eggs, 2 hot entrees, vegetables, muffins, danish, coffee, tea, etc. The cost is $8.50 per person which includes gratuity and tax.

Reservations and prepayment are required. Use the form below to register - checks are to be made payable to "Community Workshop Fund - Brunch".

For further information please call the Office of the Commission for Women - 838-6000 or 879-2000, ext. 373.

- -

MARYLAND WOMEN'S HISTORY WEEK BRUNCH - MARCH 2, 1986

Please reserve brunch for __________ person(s).

NAME(S): ____

____

TEL. NO.: ______________________ AMT. ENCL: ______________

(You will be sent a receipt.)

Mail to: Office of the Commission for Women
220 S. Main St.
Bel Air, MD 21014

CELEBRATING
MARYLAND WOMEN'S HISTORY

A COUNTY CELEBRATES WOMEN'S HISTORY...PRINCE GEORGE'S COUNTY

COUNTY-WIDE ACTIVITIES
Sample

History and Heritage

**COUNTY EXECUTIVE & Women's Action Coalition
Commission for Women**

INVITE YOU TO ATTEND A "BRUNCH FOR NOTABLES"

TO CELEBRATE WOMEN'S HISTORY WEEK

GUEST SPEAKER: Ms. Stewart Preston Oneglia, Attorney

TOPIC: "A Decade of Women's History"

DATE: Saturday, March 30, 1985

TIME: 10:00 a.m.

PLACE: Officer's Club, Andrews Air Force Base
Allentown Road, Camp Springs, MD

PRICE: $7.00

HONOREES

Charter Appointees to Commission for Women
&
Members of the International Women's Year Task Force

Entertainment by: Lois Ann and Yza Eaton

For Reservations Call: Commission for Women 952-3383 or
Sol del Ande Eaton 577-4568

Women's History Week Activities

■ **Display:** The history of the extension homemaker in educating the community will be on display from noon to 8 p.m.: Iverson Mall, Wednesday; Prince George's Plaza, Thursday; Laurel Centre, Friday. The exhibit is sponsored by the Extension Homemakers Council of Prince George's County.

■ **Film:** "Killing Her Softly," a film about sexism in the media and advertising, will be shown at the regular monthly meeting of the Prince George's County Commission for Women, 7 p.m., Thursday, Room 1116, County Administration Building, Upper Marlboro.

■ **Pot Luck Supper:** Following the supper, a videotape titled "The Maryland Mosiac" will be shown at 7:30 p.m., Friday, at the Women's Referral Center, 3215 Powder Mill Road in Adelphi.

■ **Film:** "Rosie the Riveter," a film about five women who try to join a union at the end of World War II, will be shown and discussed at the meeting of the Prince George's chapter of the National Hook-Up of Black Women, 2 p.m., Saturday, Glenarden Public Library.

COMMUNITY ACTIVITY
(Sample)

ANNE ARUNDEL COUNTY
ANNAPOLIS, MARYLAND 21404

COMMISSION FOR WOMEN *263-7344/5*

February, 1966

Dear Principal.

The Anne Arundel County Commission for Women invites you to celebrate the upcoming Women's History Week. This year's celebration takes place March 2-8. The theme is Women in Government and Media.

We encourage you to make use of the educational packets produced by the Maryland State Department of Education. These include interesting lesson plans for all grade levels, biographical sketches and a speakers' list.

In addition the Anne Arundel County Commission for Women is encouraging student participation through our annual visual arts competition. This is open to all students, K-12, with two categories of grades; K-6 and 7-12. Specific information includes.

Theme. Women's History Week
Format. Any medium; must be matted or otherwise prepared for display
Time. Must have been created within the past year.
Awards. Two $75.00 prizes, certificate, visit with the County Executive.
Delivery: Drop off work to be judged at the Commission Office:

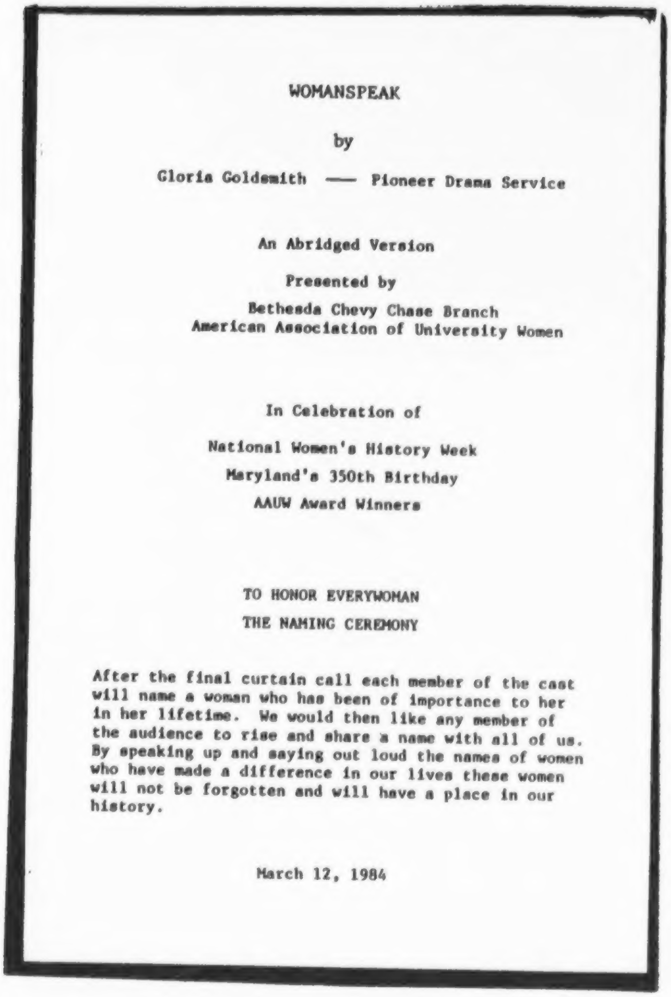
Monday February	17	10-4
Tuesday "	18	10-4
Saturday "	22	10-12

Pick up:
Monday March 3 10-4
Other arrangements may be made by calling the office at 263/7344

Awards. To be presented March 6, 6-8p.m.
Brice House.
Corner Prince George & East Street
Annapolis.

281

94 Franklin Street, Annapolis, Maryland 21401



WOMANSPEAK

by

Gloria Goldsmith —— Pioneer Drama Service

An Abridged Version

Presented by

Bethesda Chevy Chase Branch
American Association of University Women

In Celebration of

National Women's History Week

Maryland's 350th Birthday

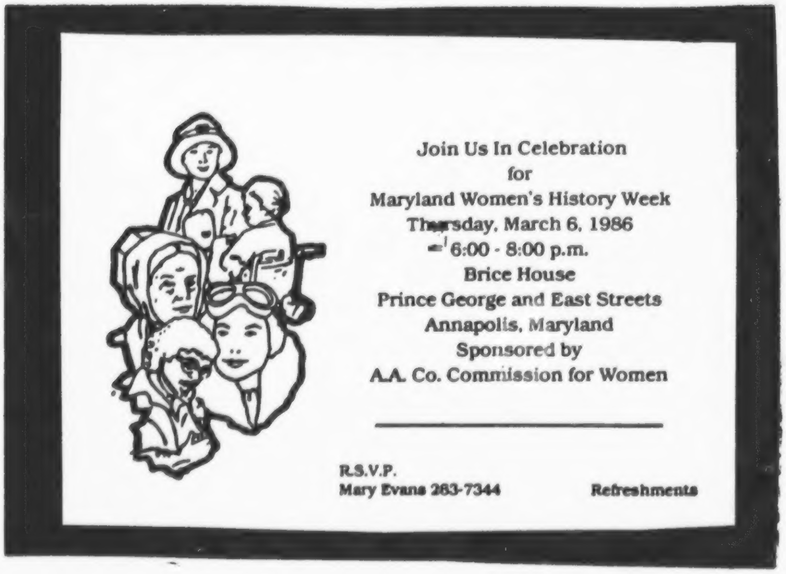
AAUW Award Winners

TO HONOR EVERYWOMAN

THE NAMING CEREMONY

After the final curtain call each member of the cast will name a woman who has been of importance to her in her lifetime. We would then like any member of the audience to rise and share a name with all of us. By speaking up and saying out loud the names of women who have made a difference in our lives these women will not be forgotten and will have a place in our history.

March 12, 1984



Join Us In Celebration
for
Maryland Women's History Week
Thursday, March 6, 1986
6:00 - 8:00 p.m.
Brice House
Prince George and East Streets
Annapolis, Maryland
Sponsored by
A.A. Co. Commission for Women

R.S.V.P.
Mary Evans 263-7344

Refreshments

YOUNG HERSTORY AWARD

write Women back into History

for elementary,
junior and middle,
and senior students

for the best student essays
in honor of

WOMEN'S HISTORY (OR HERSTORY) WEEK

March 3 to 9, 1985

1985 ESSAY GUIDELINES:

1) There will be one first-place winner in each of three levels: elementary, junior and middle, and high school.

2) GIRL *AND* BOY STUDENTS are being asked to write essays based on outstanding women of achievement, courage and leadership in U.S. history (or herstory), based on these suggested lengths:

Elementary: 50 to 100 words

Junior and Middle: 100 to 200 words

Senior: 200 to 300 words

3) Teachers in participating schools are being asked to act as preliminary judges of their students' work. Each school is being asked to submit its top ten (10) essays for final judging in the competition.

4) A jury of community leaders will be the final judges of top-prize winning essays, *which will be judged on creativity and originality in handling of subject, comprehensiveness of coverage, factual and historical accuracy, and grammatical and writing skills.*

5) Each essay or entry must deal with only one (1) woman in history, although the names and actions of other persons may be included to supplement that one woman's story. (*Students are encouraged to give special attention to Baltimore and Maryland women of achievement.*)

6) Each of the three (3) prize-winning essayists will read her/his essay and receive a $50 U.S. savings bond and a plaque with her/his name engraved on it, *during* a public award ceremony scheduled on SATURDAY, MARCH 2, AT 2:30 P.M. AT THE DOWNTOWN ENOCH PRATT MAIN LIBRARY Wheeler auditorium

THIS CEREMONY WILL MARK THE BEGINNING OF THE CELEBRATION OF NATIONAL WOMEN'S HISTORY (OR HERSTORY) WEEK, MARCH 3 to 9, 1985....

6) All students who enter the competition in their schools are requested *to be prepared to attend the award ceremony (along with parents, relatives and friends) in the event she/he is a winner.*

7) This first annual **YOUNG HERSTORY AWARD** is limited to essays on women in *past* history (or herstory), who lived, worked and died *prior to 1950*, so as to acquaint students with this county's founding foremothers.

THIS PILOT PROJECT IS SPONSORED BY BALTIMORE WOMEN WRITERS.

COMMUNITY ACTIVITY
(Sample)

WOMEN'S FILM FESTIVAL

IN CELEBRATION OF WOMEN'S HERSTORY WEEK

SUNDAY, MARCH 3

LANGSDALE AUDITORIUM
UNIVERSITY OF BALTIMORE
1320 N. Maryland Ave. at
Oliver (entrance on
Oliver)

Free Parking
(across the
street)

SCHEDULE:

2 - 4 Films:

"One Fine Day" - "Nana, Mom, and Me" - "Pink Triangles" - and "Union Maids"

4:30 - 5 Break:

FREE REFRESHMENTS - Browse the boutique tables for unique items and gifts

•Special film for children - "The Fable of He and She"

5 - 7 Films:

"How Women Got The Right To Vote" - "Killing Us Softly" - "Love It Like A Fool" - and "One Fine Day"

DO PLAN TO JOIN US!!

DONATION:

$5	One Session
$8	Both Sessions

($2 & $4 Kids, Seniors, and Students)

SPONSORED BY:

Maryland N.O.W.
Baltimore N.O.W.

For information call: 889-0593

ORGANIZATION ACTIVITY
(Sample)

MARYLAND WOMEN'S HISTORY WEEK

IN THE PUBLIC INTEREST

WOMEN IN GOVERNMENT, LAW, AND THE MEDIA

MONDAY, MARCH 3 7TH FLOOR BOARD ROOM 12:00 - 1:00

FEATURING

PANEL -- Reflections and Challenges

*JEANETTE ROSNER WOLMAN - "Women in Law: Past to Present"

Lawyer.....1st woman admitted to the Baltimore Bar.....1st chair of the Maryland Commission for Women.....Suffragist(at age 12!)

*KATHLEEN KENNEDY TOWNSEND - "Women in Government: A Future Focus"

Candidate for U. S. Congress, Political Activist

*KEITH RICHWINE - "Women as Reporters of Political Events"

Professor and Historian.....Authority on Sadie Kneller Miller, early 20th Century Photojournalist

DISPLAY -- "Mrs. Miller's Maryland" - A Photojournalism Exhibit

BRING YOUR LUNCH

POLITICAL PUNCH WILL BE PROVIDED

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE
CONTACT:
(Name) ______________
(Phone) ______________

"MAKING A DIFFERENCE: MARYLAND WOMEN AND SOCIAL REFORM"

Schools and communities across the state will pay tribute to the public contributions of women during the sixth annual celebration of Maryland Women's History Week, March 8-14.

The Maryland State Department of Education and the Maryland Commission for Women have produced a resource packet on this year's theme, "Making A Difference: Women and Social REform." The packet contains classroom activities, a resource directory, and a speakers list to help schools and organizations explore the issues, events, and personalities of Maryland women in public interest careers.

"The purpose of Women's History Week," explains Linda Shevitz, equity specialist with the State Department of Education, "is to highlight recognition of women's efforts and accomplishments and to begin to infuse this recognition into curricula throughout the year."

In past years schools have observed the week by holding assemblies, publishing special issues of school newspapers, videotaping interviews with local women, and studying the contributions of women in various class projects.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT
(For Radio or Television)

DAVID W. HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 659- 2211

MARYLAND WOMEN'S HISTORY WEEK -- 30 seconds

MARYLAND WOMEN HAVE WON PULITZER PRIZES, EXHIBITED PAINTINGS AND SCULPTURE, AND PERFORMED IN CLASSICAL, JAZZ, AND DANCE CONCERTS AROUND THE WORLD, WON ACADEMY AWARDS FOR ACTING, AND . . . GET THE IDEA? DURING THE WEEK OF MARCH 3 to 9 THEIR ACHIEVEMENTS GET SPECIAL RECOGNITION IN SCHOOLS, LIBRARIES, COLLEGES, AND COMMUNITY ORGANIZATIONS THROUGHOUT THE STATE. MARYLAND WOMEN'S HISTORY WEEK IS SPONSORED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION AND THE MARYLAND COMMISSION FOR WOMEN. CHECK ON EVENTS IN YOUR COMMUNITY.

STUDENT INPUT FORM

WANTED: Student Contributions (K-12) related to Maryland Women's History

WHAT: Materials about women in Maryland - past and present

- Original poems, puzzle activities, songs, cartoons, sketches (pencil or pen and ink)
- Interviews with women in community organizations.
- Essays about women in Maryland's history
- Articles about women who have worked to bring about better conditions and positive changes in society, including such areas as education, health, and women's rights.

WHEN:
- By April 15, 1987

HOW: Send materials to Linda Shevitz, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland, 21201, Phone: (301) 659-2239.

MARYLAND
WOMEN'S
HISTORY

RECORD OF ACTIVITIES

Maryland Women's History

Please complete the form below by describing the activities and/or materials which your school, school system, or organization developed for Women's History Month. These will be compiled and shared with other schools and organizations for 1987 Please attach copies of materials used, flyers or outlines of events, newsclippings, art work or photographs, etc. Use additional sheets if necessary.

Activities

Evaluation

Which part(s) of this Resource Packet were most helpful? What other things would you like included in the packet?

Any suggestions for Women's History Month, 1988

Name ______________________________

Address ______________________________

School or Organization ______________________________

Grade(s) ____________________

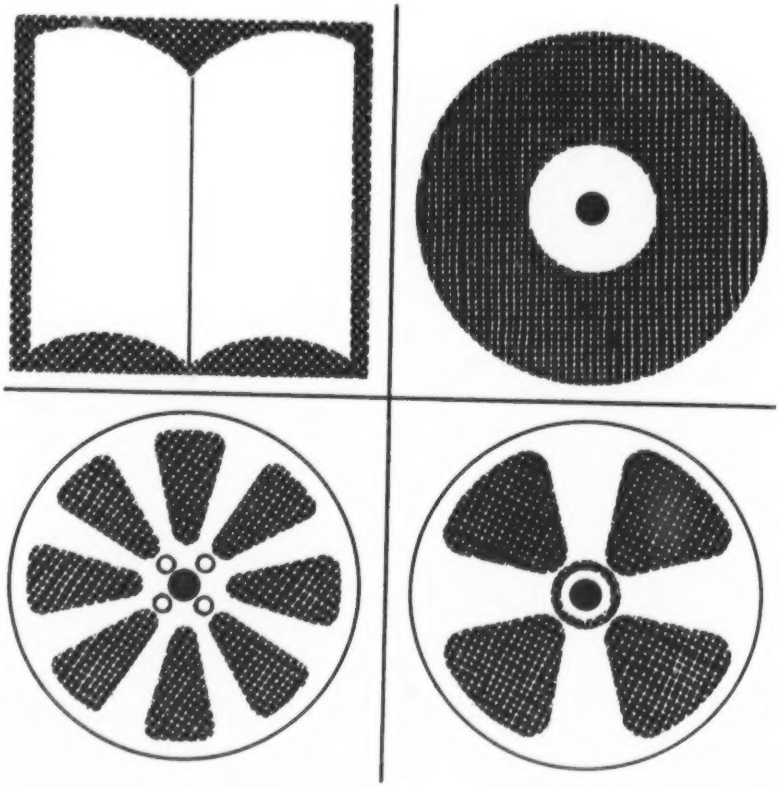
Please Return To:
Linda Shevitz
MSDE
200 West Baltimore St.
Baltimore, Md. 21201

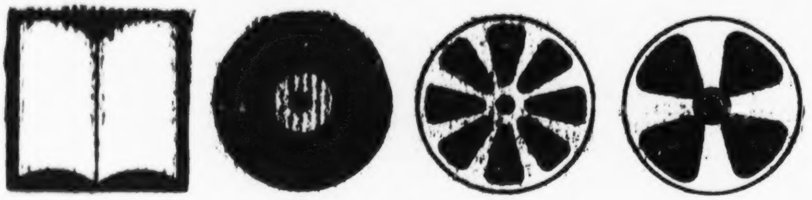
Please return by April 15, 1987

MARYLAND WOMEN'S HISTORY

RESOURCE DIRECTORY

1987





RESOURCE DIRECTORY
1987 Maryland Women's History Project

Making a Difference: Maryland Women and Social Reform

The following are selected resources on women and social reform. Items listed with an asterisk (*) are available from the Equity Resource Center, Office of Equal Opportunity, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201 (301) 659-2230.

Items listed with a + appeared in the Resource Service Catalog of the Women's History Network and are available from the National Women's History Project, 2321 Coodington Center, Santa Rosa, CA 95401. (707) 526-5974.

The Resource Directory is organized into the following sections:

I. Print Resources
   - Reference Materials
   - Biographies
   - Periodicals
   - Miscellaneous

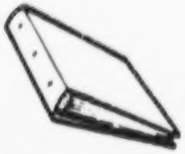
II. Nonprint Resources
   - Films
   - Television
   - Miscellaneous

III. Organizational Resources
   - National Womens Organizations
   - State Womens Organizations
   - Other Organization Resources-Maryland
   - General History-Maryland

IV. Historic Sites/Field Trips

V. Index of Women Profiled in Resource Packets, 1981-1987

For additional resources, check with your local library media center and public library.



I. PRINT RESOURCES

Reference Materials

The following materials provide background information related to women and social reform. Appropriateness of materials is coded: T-teacher, S-secondary level, M-middle school level, and E-elementary level.

+ American Women: 1607 to the Present

An integrated, multicultural study unit tracing the changing roles of women. Included are: posters, student booklets, chronological chart, 800 facts, and instructional guides. (M,T).

Beyond Stereotypes and Statistics: Emergence of Asian and Pacific American Women. Juanita Tamayo Lott and Canta Plan, Washington, DC: Organization of Pan Asian American Women. 1979. (T).

The Black Female Experience in America: A Learning/Teaching Guide. Joanna Ailman and Others, Washington, DC: Women's Educational Equity Act Program, U.S. Department of Health, Education and Welfare. 1979. (T).

+ Black Women Makers of History: A Portrait. George F. Jackson. (S).

Contributions made by 120 women who were freedom fighters, pioneers, musicians, artists, entertainers, scientists, businesswomen, military women and club women are covered.

* + Contributions of Women: Social Reform. Ruth F. Brin. (S). Leading women who have been active as social reformers are profiled. Included are Addams, Kelley, Roosevelt, Sanger, Tubman, and Willard.

+ Dreams into Deeds. Linda Peang and Ursula Smith. (2).

Each chapter covers a different women in US history, beginning with a fictionalized vignette of the child's early ambitions which grew into the adult's deeds.

+ Eleanor Roosevelt Unit. Bette Morgan. (E).

Kit contains biography, poster, activities, crossword puzzle, resources and teacher's guide.

+ The Equal Rights Amendment. Sharon Whitney. (S).

A balanced history of the efforts to secure women's equal rights from the 1700's to the present.

* + Famous American Women: A Biographical Dictionary from Colonial Times to the Present. Robert McHenry, Editor. (S).

Over 1000 biographical sketches of approximately 400 words which include: date and place of birth, description of education, career, accomplishments, place and date of death.

* + A History of Women in America. Carol Hymowitz and Michaels Weissman. (S).

From the European colonization to the contemporary US women's movement, this history reflects how women shaped the life and culture of America.

* Images of Ourselves: Women with Disabilities Talking. Jo Campling, Editor. Baslon, MA: Rautledge and Kegan Paul. 1983. (S,T).

Personal reflections of individual disabled women.

The Ladies of Seneca Falls, The Birth of The Woman's Rights Movement. Miram Gurko. New York: Schocken Books. 1974. (S,T).

Traces the history of the woman's rights movement from its origin in the Seneca Falls Convention through the passage of the Nineteenth Amendment giving women the right to vote.

The Maryland ERA: A Ten Year History. Maryland Commission for Women, 1982. (S,T).

Illustrates the constructive changes that have taken place under Maryland law in the last decade.

Meeting the Nairobi Challenge: An Action Agenda For Equality. AAUW, 2401 Virginia Ave., NW, Washington, DC, 20037. 1986. (S,T).

A summary of recommendations and strategies for change, developed at the Nairobi Women's Decade Conference.

* + Myself and Women Heroes in My World: A Curriculum Unit for Kindergarten. (T).

Flannelboard figures accompany the biography, discussion questions, and activities for Queen Liliuokalani, Maria Tallchief, Harriet Tubman, Amelia Earhart, Sonia Manzano, and Sojourner Truth.

* No More Stares. Disability Rights Education and Defense Fund, Berkeley, CA: The Fund. 1982. (M,S,T).

This book focuses on an understanding of people with disabilities. Individual women reflect on their experience.

* + Notable American Women: The Modern Period. Barbara Sicherman and Carol Hurd Green, Editors. (S).

Includes the life story of 442 women who died between 1951 and 1975.

* Notable Maryland Women. Winifred G. Helmes. Centreville, MD: Tidewater Publishers. 1977. (S,T).

This collection of commissioned essays shows what one hundred of the most notable women from all walks of life have contributed to the history of Maryland and to the nation.

A Pictoral History of Women in America. Ruth Warren, New York: Crown Publishers. 1975. (M,S,T).

Traces contributions of women in the United States from pre-colonial times to the 1970's.

* Remember the Ladies!: A Handbook of Women in American History. Robin Franklin and Tasha Lebow Wolf, University of Michigan: Center for Sex Equity in Schools. 1980. (M,S,T).

Originally prepared for the Ann Arbor Public Schools (Michigan), this publication presents an overview of the role of women in America from the Colonial Period until present day. It includes a list of Women's History Resources.

Seneca Falls 1848: All Men, and Women Are Created Equal. Elizabeth C. Shultes, Seneca Falls, NY: The Elizabeth Cady Stanton Foundation. 1984. (S,T).

A dramatization that was developed as an educational project of the Foundation with support from a grant from the New York Council for the Humanities. This publication reflects the best of the responses from communities with strong local history ties to Elizabeth Cady Stanton.

* Social Indicators of Equality for Minorities and Women. Washington, DC: U.S. Commission on Civil Rights, Superintendent of Documents, U.S. Government Printing Office. 1978. (T).

A report on matters affecting equality of minorities and women presented to the President by the U.S. Commission on Civil Rights. Areas which need corrective measures to bring women and minority males to equality level include education, housing, occupation, employment, and income.

* The Spirit of Houston: The First National Women's Conference. Washington, DC: National Commission on the Observation of International Women's Year. 1978. (T).

Reports and recommendations of the National Women's Conference looking at modern issues impacting on women.

* The Story of the Nineteenth Amendment. R. Conrad Stein. Chicago: Children's Press. 1982. (E,M,T).

Traces the suffrage movement in the United States.

+ Teaching Women's History. Gerda Lerner, Washington, DC: American Historical Association. 1981. (T).

An overview of women's history through 1970 which provides concepts, topics and strategies for teaching women's history.

To Be A Women in America 1850-1930. Annette K. Baxter with Constance Jacobs, New York: Times Books. 1978. (S,T).

This book contains over 170 photographs that show what it meant to be a women in America during 1850-1930. The complex lives of women during this time is presented in a thematic arrangement.

Twelve American Educators: Influence in Times of Struggle. Margaret Zierdt, Baltimore, MD: Women's Caucus, Maryland State Teachers Association.

A pamphlet higlighting reform efforts of American women educators. (S,T).

* Voices for Women. Washington, DC: Report of the President's Advisory Committee for women. 1980. (T).

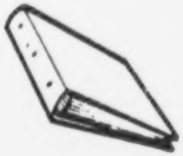
Identifies issues currently impacting on women and provides Advisory Committee's recommendations for actions to increase equity for women.

We Are All A Part of It-USA. Jean Lutterman, Bethesda, MD: Norwood School. (M,S).

An original "living history" musical dramatization written by a Maryland music teacher. Has maintain multicultural scenes and songs, (score and teacher's guide included) with a special emphasis on the contribution of women and minorities. One program covers 1776-1840, the other 1840-1900. A program for more recent years is currently being printed.

We Are Your Sisters, Black Women in the Nineteenth Century. Dorothy Sterling, Editor, New York: W. W. Norton & Company. 1984. (S,T).

A detailed account of the lives, struggles, and accomplishments of black women in the 1800's.



+ When and Where I Enter: The Impact of Black Women on Race and Sex in America. Paula Giddings. (S).

The history of how Black women transcended the double discrimination of sexism and racism.

* Woman in the Year 2000. Maggie Tripp, Editor, New York: Arbor House, 1982. (S,T).

A collection of twenty-one contemporary essays on current and future women's issues, as well as reflections on changing roles of women.

* The Woman's Book of World Records and Achievements. Lois Decker O'Neill, Editor, New York: Anchor Press. 1979. (E,M,S,T).

* Women. Volumes 1 and 2, Social Issues Resources Series, Boca Raton, FL: SIRS. 1983. (S,T).

Loose-leaf volumes of numerous articles on women's issues reprinted from magazines, newspapers, and government documents over the last ten years. A set is on display at the Maryland State Department of Education, Office of Equal Opportunity. (Individual articles are available for borrowing.)

* + Women as Members of Communities. (T).

Designed for third grade, this unit includes biographies and activities about Adams, Chisholm, Fong Eu, Keller, Votaw, and Winnemucca.

* + Women as Members of Groups. (T).

Designed for second grade, this unit includes biographies and activities about Blackwell, Caebola, Huerta, Stanton and Wauneka.

* + Women at Work, Home and School. (T).

Designed for first grade, this unit includes biographies and activities about Bethune, Carson, La Flesche, Lange, Lozer and Chien-Shung Wu.

Women in American History: A Series. Book Two, Women in the Ages of Expansion and Reform 1820-1860. Beverly Sanders, Newton, MA: Education Development Center. 1979. (T).

This series on the lives and achievements of American women was written in response to the gap that exists on this subject in American history curriculum and textbooks. This book covers women and their contributions to the economy, reform, fight against slavery, women's rights, and journalism.

Women in American History: A Series. Book Three, Women During and After the Civil War 1860-1890. Beverly Sanders, Newton, MA: Education Development Center. 1979. (T).

The third book in this series of four on the lives and achievements of American women, covers women and their contributions to the Civil War, Reconstruction, the Western frontier and women's organizations.

Women in American History: A Series. Book Four, Women in the Progressive Era 1890-1920. Beverly Sanders, Newton, MA: Education Development Center. 1979. (T).

The fourth book in this series of four on the lives and achievements of American women, covers women and their contributions in factory work, the labor movement, winning the vote, and higher education.

Women in Politics. Sharon Whitney and Tom Raynor, New York: Franklin Watts. 1986. (S,T).

Analyzes the role of women in politics in the 80's at the national, state and local levels.

* + Women Who Changed Things: Nine Lives That Made a Difference. Linda Peang and Ursula Smith. (M,S).

Nine turn-of-the-century American women whose accomplishments changed the lives of her contemporaries or of her people today.

* Women's History Curriculum Units. Available from National Women's History Project. (T).

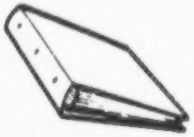
Units and Guides are written for various grade levels. Units include biographies and illustrations of women plus student activities.

* + Women's History Lesson Plan Sets. (E,M,S,T).

Three periods in US history (1776, 1849, 1920) and the contributions of women during these periods are examined. Activities, chronologies and recommended audio and visual resources are given.

* + The Woman's Suffrage Movement. Bonnie Eisenberg. (E,M,S,).

Covering the years 1834-1924 the unit begins with suffrage's roots in the abolitionist movement, through the passage of the 19th amendment, to the introduction of the Equal Rights Amendment. A chronological narrative, organizations, campaigns, historical photographs, language arts lessons, student activities, research projects and a bibliography are included.



Biographies

• + *Amelia Earhart, Adventure in the Sky.* Francene Sabin, Mahwah, NJ: Troll Associates. 1983. (E,M).

A biography of the childhood of this pioneer in aviation.

+ *Barbara Jordan: Keeping Faith.* Linda Jacobs. (E).

Biography of a black women lawyer who spoke for the poor of all races and represented her district in the Texas legislature and the state of Texas in the U.S. Congress.

+ *Betty Friedan, A Voice for Women's Rights.* Milton Meltzer. (E,M).

The biography of Betty Friedan from her childhood, through adulthood and her feelings as she expressed them in *The Feminine Mystique,* that launched the current feminist movement with Friedan as its leader.

• + *Clara Barton, Angel of the Battlefield.* Rai Bains, Mahwah, NJ: Troll Associates. 1982. (E,M).

A biography of the childhood of the Civil War battlefield nurse who founded the American Red Cross.

+ *Coretta Scott King.* Lillie Patterson. (E).

Coretta's quiet determination for justice is portrayed in the biography of her youth to her role in the Civil Rights Movement.

+ *Eleanor Roosevelt, First Lady of the World.* Doris Faber. (E).

The biography of Eleanor from her early childhood, through adulthood cover her emergence as an influencial person and the importance of her work and world prominence.

• + *Elizabeth Blackwell, The First Woman Doctor.* Francene Sabin, Mahwah, NJ: Troll Associates. 1982. (E,M).

Traces the early life of Elizabeth Blackwell, the first woman doctor and the struggles she encountered in becoming a doctor and practicing medicine.

• + *Faces and Phases of Women.* Carol N. Stallone, Editor. (E,M).

Brief biographical sketches of 31 woman who are in the National Women's Hall of Fame. A time-line chronology and activities are included.

+ *Fannie Lou Hamer.* Susan Kling. (M,S).

Biography of the Black Mississippi sharecropper who was a national civil and voting rights leader.

+ *First Women Who Spoke Out.* Nancy Smiler Levinson. (M,S).

Biographies of Sarah and Angelina Grimke, Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone and Sojourner Truth who were speaking out in favor of justice toward women long before women could vote, speak in public, attend college, or own property.

+ *Four Women of Courage.* Bennett Wayne, Editor. (E,M).

The biographies of Jacqueline Cochran, Dorothea Dix, Helen Keller, and Linda Richards provide inspiration by their bravery to young leaders.

+ *Harriet and the Promised Land.* Jacob Lawrence, New York: Simon and Schuster. 1968. (E,M).

Biography of Harriet Tubman's experiences in leading slaves to freedom.

+ *Harriet Tubman - Conductor on the Underground Railroad.* Ann Petry. (M,S).

Biography of Harriet Tubman's experiences in leading slaves to freedom.

Harriet Tubman: Guide to Freedom. Sam and Beryl Epstein, Champaign, IL: Garrard. 1968. (E).

• + *Harriet Tubman, The Road to Freedom.* Rae Bains, Mahivah, NJ: Troll Associates. 1982. (E,M).

The biography of a slave whose desire for freedom lead to the underground railroad.

Harriet Tubman: The Moses of Her People. Sarah Bradford, Scarecrow, NJ: Citadel. 1974. (M).

Harriet Tubman: The Moses of Her People. Ida S. Meltzer, Brooklyn, NY: Book-Lab. 1971. (E).

• *Helen Keller.* Nigel Hunter, New York: The Bookwright Press. 1985. (E,M).

The story of Helen Keller and her work for women and the blind.

+ *Ida M. Tarbell: Pioneer Woman Journalist and Biographer.* Adrian A. Parades. (E,M).

The biography of Ida Tarbell who exposed the unfair practices of the Standard Oil Company, which led to the breakup of that trust.

+ In Her Own Right: The Life of Elizabeth Cady Stanton. Elizabeth Griffin. (S).

The first comprehensive, full documented biography of Stanton, one of the most important woman suffragist and feminist reformer of the 19th century.

* Margaret Sanger. Elyse Topalian, New York: Franklin Watts. 1984. (M,S).

Biography of the feminist who, aware of the physical and financial burdens placed on women who could not determine the size of their families, brought safe and legal birth control to women in America, and founded the International Planned Parenthood Federation.

* + Marie Curie, Brave Scientist. Keith Brandt, Mahwah, NJ: Troll Associates. 1983. (E,M).

A brief biography on the youth of the scientist who received the Nobel Prize twice for her work in radium.

* The Mill Girls. Bernice Selden, New York: Atheneum. 1983. (M,S).

The story of three women mill workers in New England at the beginning of the Industrial Revolution. Lucy Larcom, writer and teacher, Harriett Hanson, one of the first women to testify before Congress on women's voting rights, and Sarah Bagley, who organized the Lowell Female Labor Reform Association and became the first woman telegraph operator and their importance in the history of women and labor, are covered.

+ Mujeres De La Raza. National Hispanic Center for Advanced Studies. (M,S).

Written in both Spanish and English this text provides a brief biography of Vicki Carr, Estela Portillode Trambley, Amalia Hernandez, Dolores Huerta, Mari-Luci Jaramillo, Celia Zavola La Forge, Vilma Martinez, Susana Madria Rivera, and Rita Trevino.

* Narcissa Whitman, Brave Pioneer. Louis Sabin, Mahwah, NJ: Troll Associates. 1982. (E,M).

The biography of the missionary who was the first white women to cross the Rocky Mountains.

+ Rachel Carson: Who Loved the Sea. Jean Lee Latham. (E).

The biography of the scientist whose love for the ocean and biology created an awareness, through her writings, of the destructiveness of pesticides.

+ Rosa Parks. Eloise Grefield. (E).

The biography of the woman who precipitated the Montgomery, Alabama bus boycott in 1956 and the beginning of the modern Civil Rights Movement.

Runaway Slave: The Story of Harriet Tubman. Ann McGovern, New York: Four Winds Press. 1968. (E,M).

+ Selma, Lord Selma: Girlhood Memories of the Civil Rights Days. Sheyann Webb and Rachel West Nelson. (M,S).

The biography of two young girls, aged 8 and 9, who were part of the civil rights demonstrations in Selma, Alabama.

+ Sojourner Truth: A Self-Made Woman. Victoria Ortiz. (M,S).

Biography of a former slave who became an ardent fighter and public speaker for the rights of Blacks and women. Quotations from her speeches and writings are included.

+ Susan B. Anthony. Ilene Cooper. (S).

Emphasis in this biography is on the effective partnership between Anthony and Elizabeth Cady Stanton, and their contributions to women's struggle for equality.

The Szolds of Lombard Street: A Baltimore Family 1859-1900. Alexander Lee Livin. (S).

Valiant Friend: The Life of Lucretia Mott. Margaret Hope Bacon. (S).

Biography of the woman who was the center of every radical movement of the 19th century. A Quaker minister, anti-slavery leader, wife, mother and grandmother she helped to found the first women's medical college.

* "Wanted Dead or Alive", The True Story of Harriet Tubman. Ann McGovern, New York: Scholastic, Inc. 1965. (E,M).

The biography of a slave who ran away, and then lead other slaves to freedom through the underground railroad.

+ Women with a Cause. Bennett Wayne, Editor. (E,M).

The biographies of Susan B. Anthony, Anne Hutchinson, Lucretia Mott, and Eleanor Roosevelt and the causes they championed.

Periodicals

Clearinghouse on Women's Issues in Congress. 2021 K. Street, NW, Suite 305, Washington, DC 20036.

The only national publication with complete bibliographic data on legislation, hearings, court actions, and meetings.

The Woman Activist. 2310 Barbour Road, Falls Church, VA 22043, (703) 573-8716.

A monthly action bulletin for women's rights, from the "Courthouse to the White House," giving current information and calls to act.

WEAL Washington Report. Women's Equity Action League, 805 Fifteenth Street, NW, Washington, DC 20005, (202) 638-1961.

Bi-monthly newsletter covering pending legislation and enforcement of present legislation. WEAL has special projects on women in the military and sports.

Women's Political Times. National Women's Political Caucus, 1411 K Street, NW, Suite 1110, Washington, DC 20005, (202) 347-4456.

Publication of the NWPC which views the political scene from a feminist perspective.

The Owl Observer. Older Women's League, 1325 G Street, NW, - LLB, Washington, DC 20005, (202) 783-6866.

Newsletter covering topics and legislation of special interest to older women.

The National Voter. League of Women Voters of the United States, 1730 M Street, NW, Washington, DC 20036, (202) 429-1965.

Quarterly LWVUS magazine featuring in-depth coverage of selected national issues, highlights of timely congressional activities, and accounts of citizen action on local issues throughout the country.

Annotated Guide to Women's Periodicals in the U.S. 513 Turner Road, Richmond, IN 47374, (317) 962-9178.

Bi-annual listing of over 200 publications in many areas of interest to women. Indexed by state and alphabetically.

Women's Studies Quarterly. The Feminist Press, Box 334, Old Westbury, NY 11568.

The only journal devoted to teaching about women as well as a source of information about the development of women's studies.

Miscellaneous

1987 National Women's History Month Commemorative Poster. Tark Lucas, artist.

The 18 x 24 commemorative poster features Ada Deer, Frances Willard, Mary Shadd Cary, Tye Leung Schulze and Felisa Rincon de Gautier, whose lives reflect this years theme: "Honoring generations of compassion, courage and conviction."

American Women of Achievement. National Women's Hall of Fame, 76 Tall Street, Seneca Falls, NY 13148. (T).

Thirty-one 11 x 14 posters that are part of the Faces and Phases of Women learning kit, are available separately.

Black Women in America: Contributions to Our Heritage. Bethune Museum and Archives, 1318 Vermont Ave., NW, Washington, DC 20005. (T).

Twenty 16 x 20 black and white posters with biographical histories and a teaching guide.

Contemporary Personalities. Instructor Publications, Dansville, KY 14437. (T).

Full color, 11 x 15 posters with biographical notes are available in sets for: Asian, Native American, Black, Hispanic, and 20th Century Women. Each set is about 50% women. A teachers guide is included.

* + Great Women Biographical Card Games. Great Women Card Company. (E, M, S).

Three games, played like rummy, each with a 52 card deck, contain photographs and facts relating to 10 great women in U.S. history. Game I: Foremothers, Game II: Founder and Firsts, Game III: Poets and Writers.

* + Harriet Tubman Game and Study Set. Mary Crawford and Mary Ruthsdotter. (E).

This unit helps students understand the risks involved in leading slaves to freedom along the Underground Railroad. Included are a game board, biography, discussion questions, song sheet, activities, and a biography.

+ International Women's Day Poster. Lark Lucas, artist.

The 18 x 24 commemorative poster for International Women's Day, March 8th, symbolizes the international connectedness of all women and their roles as workers in the world.

Look Alive!-Baltimore Living History
Council of Historic Sites, Inc., 837-6444.

Actresses recreating the lives and times of notable Maryland women. Performances in 1986-87 include Lillie Carroll Jackson and Mary Young Pickersgill.

* + National Woman's Hall of Fame Coloring Book. Carole Stallon, Editor. (E,M).

Contains line drawings of 15 women from the National Women's Hall of Fame, with a two line biography on each.

+ Women of Courage Songbook. Kim Toos, Editor, (E,M,S).

Contains words and music to songs honoring famous women in U.S. history.

Women's History Posters. Organization for Equal Education of the Sexes, 744 Carroll Street, Brooklyn, NY 11215.

A series of 41, 8 1/2 x 17 posters can be purchased individually or in sets. A catalog is available on request.

* + Women's History Posters. TABS Sets, 438 Fourth Street, Brooklyn, NY 11215.

Multicultural 11 x 17 posters on women's history with a brief biography are available in the following sets:

Set 86A includes: Earhart, Chin, Alonso, Stanton, Hamer, Alcott, Taylor, and Lockwood.

Set 86C includes: Tubman, Winnemucca, Paul, Roosvelt, Wells-Barnett, Chopin, Peck, and Sanger.

II. NONPRINT RESOURCES

This list includes a few specific suggestions related directly to women and social reform. However you are urged to check with your local school system for other films and nonprint items available through their efforts.

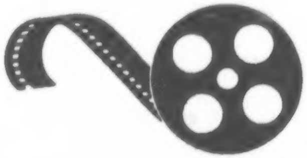
Films by Maryland Women Filmmakers are available from Enoch Pratt Free Library. Local filmmakers include: Peggy Surgent, Angela Mays, Amalie Rothschild, Rachel Wohl, and Susan Henderson.

Films

Harriet Tubman and the Underground Railroad. Santa Monica, CA: BFA Educational Media, 1972. Color. 21 minutes.

How We Got the Vote.

Available from Enoch Pratt Free Library. An award winning film about the struggle for women's suffrage in the United States. Color. 55 minutes.



Lillie May Jackson. Rockville, MD:
Schools (MCPS). 1977. Color. 14 minutes.

Margaret Brent. Rockville, MD: Montgomery County Public Schools. 1976. Color. 10 minutes.

My Ethnic Neighborhood: A Conversation With Barbara Mikulski. Peeler Productions, Inc. Baltimore, MD: Peeler Productions, Inc.

+ One Fine Day. Ishtar Films.

Available in 16 mm or 1/2" VHS format, this six minute film portrays 19th and 20th century women in American, known and unknown, who took the hard road first.

Rachel Carson. Rockville, MD: Montgomery County Public Schools. 1977. Color. 15 minutes.

Television

Women in the Active Voice.

Maryland Instructional Televsion
Maryland State Department of Education
11767 Bonita Avenue
Owings Mills, Maryland 21117

"Women in the Active Voice" is a half hour television program highlighting the personal achievements of several contemporary women.

Women in the Active Voice -- A Changing Mosaic.

The Changing Mosaic is a half-hour television program highlighting personal experiences of four women of multi-cultural backgrounds.

Miscellaneous

Famous Women of Maryland. Free State Media, Inc., 4314 Cross County Drive, Ellicott City, MD 21043.

35 mm filmstrip and teacher's guide. A catalog of other filmstrips on Maryland is available.

The History of Women in the Maryland General Assembly. Contact Women Legislators of Maryland: The General Assembly (301) 841-3013. Slides).

* People to Remember: Florence Nightingale. Robert Hogrogram. January Productions.

The story of Florence Nightingale, the English woman who founded trained nursing. Included in the kit are a 35 mm filmstrip, cassette, biography and activity card.

* Women in History. Hartley Courseware, Inc. (E,M).

Classroom software program provides clues to identify one of 34 women of the world in the last two centuries. Points vary according to difficulty of clue. Additional women can be added.

III. ORGANIZATIONAL RESOURCES

The following organizations reflect women's efforts to foster change and gain equality and/or to provide information related to women's history.

National Women's Organization

American Association of University Women (AAUW)
2401 Virginia Ave., NW
Washington, DC 20037

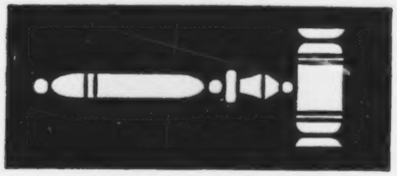
Americans For Indian Opportunity-Indian Women
Plaza del Sol Building
600 Second Street, NW
Suite 403
Albuquerque, NM 87102
(505) 842-0962

B'na' Brith Women
1640 Rhode Island Ave., NW
Washington, DC 20036
(202) 857-6655

Business and Professional Women's Association
2012 Massachusetts Ave., NW
Washington, DC 20036
(202) 293-1200

Center for American Women and Politics (AMP)
Eagleton Institute of Politics
Rutgers University
New Brunswick, NJ 08901
(201) 932-9384

Conducts research and publishes fact sheets and information about women and politics; maintains a National Information Bank of Women in Public Office.



Chicana Forum
287 G Street, NW
Washington, DC 20024
(202) 484-9193

Church Women United
475 Riverside Drive
Suite 806
New York, NY 10027
(212) 870-2347

Coalition of Labor Union Women
15 Union Square
New York, NY 10003
(212) 777-5330

Common Cause
2030 M Street, NW
Washington, DC 20036
(202) 7833-1200

Congressional Caucus for Women's Issues
2471 Rayburn House Office Building
Washington, DC 20515
(202) 225-6740

Network addressing and providing information about legislation related to women's issues.

Delta Sigma Theta Sorority
1707 New Hampshire Ave., NW
Washington, DC 20009
(202) 483-5460

Disabled Women's Caucus
c/o Disability Rights Center
1346 Connecticut Ave., NW
Washington, DC 20036
(202) 223-3304

The Feminist Press
Box 334
Old Westbury, NY 11568
(516) 997-7660

Publishes materials on various aspects of women in history. Bibliographies are also available.

Girls Clubs of America, Inc.
205 Lexington Ave.
New York, NY 10016
(212) 689-3700

Gray Panthers
3635 Chestnut Street
Philadelphia, PA 19104
(215) 382-3300

Maintains research file and information and referral service. Conducts seminars and research on age-related issues.

Handicapped Organized Women, Inc.
P.O. Box 35481
Charlotte, NC 28235

League of Women Voters
1730 M Street, NW
Washington, DC 20036
(202) 429-1965

Provides activities to promote active participation by citizens in all aspects of the political process. Publishes a catalog listing numerous inexpensive publications related to government and politics.

Mexican American Women's National Association (MANA)
P.O. Box 23656
L'EnFant Plaza Station
Washington, DC 20024
(202) 331-7667

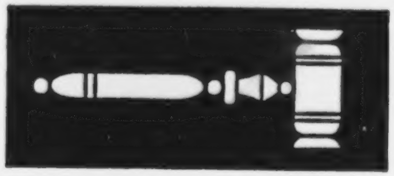
National Black Network
1350 Avenue of the Americas
New York, NY 10019
(212) 586-0610

National Commission on Working Women
1211 Connecticut Ave., NW
Washington, DC 20036
(202) 466-6770

National Council of Negro Women
1819 H Street, NW
Washington, DC 20006
(202) 293-3902

National Hook-Up of Black Women
1100 6th Street, NW
Washington, DC 20001
(202) 628-3507

National Institute for Women of Color
1712 N Street, NW
Washington, DC 20036
(202) 466-2377



National Women's Studies Association
University of Maryland
College Park, MD 20742
(301) 454-3757

Association works to further the educational, political and professional development of women's studies.

NOW Legal Defense and Education Fund
36 W. 44th Street
New York, NY 10036
(212) 359-1225

Older Women's League
3800 Harrison Street
Oakland, CA 94611
(415) 653-1435

Organization of Pan-Asian American Women, Inc.
P.O. Box 39128
Washington, DC 20016

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009
(202) 387-1300

Women's Action Alliance
370 Lexington Ave.
New York, NY 10017

Women's Bureau
Department of Labor
200 Constitution Ave., NW
Washington, DC 20001
(202) 523-6611

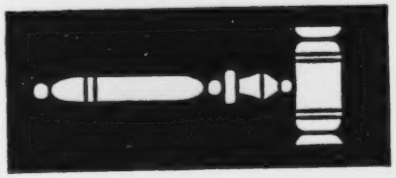
Women's Equity Action League
1250 I Street, NW
Suite 305
Washington, DC 20005
(202) 398-1588

The League works to secure legal and economic rights for women through a program of research, public education, litigation, and Legislative advocacy.

Women's International League For Peace and Freedom
120 Maryland Ave., NE
Washington, DC 20002
(202) 546-8644

National Organization for Women (NOW)
425 13th Street, NW
Suite 723
Washington, DC 20004
(202) 347-2279

Founded in 1966 to bring women into full participation in the mainstream of American society. NOW is actively involved in every issue relating to full equality for women.



National Woman's Party
144 Constitution Ave., NE
Washington, DC 20002
(202) 546-1210

National Women's Studies Association
University of Maryland
College Park, MD 20742

National Women's Conference Committee
Continuing Committee of International Women's Year
P.O. Box 65605
Washington, DC 20035

The National Women's Hall of Fame
76 Fall Street
P.O. Box 335
Seneca Falls, NY 13148
(315) 568-8060

Provides a permanent place of honor for selected outstanding American women. Publishes catalog with educational materials and gifts.

National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

Publishes and disseminates a wide variety of classroom materials at all grade levels related to women in history. A catalog of resources is available for $1.00.

National Women's Law Center
1751 N Street, NW
Washington, DC 20036
(202) 872-0670

National Women's Political Caucus
1411 K Street, NW
Suite 1110
Washington, DC 20005
(202) 347-4456

Women's International League for Peace and Freedom
1213 Race Street
Philadelphia, PA 19107
(215) 563-7110

The Wonder Woman Foundation
200 West 57th Street
New York, NY 10019
(212) 397-9720

Awards funds annually to honor women over the age of 40 (established on the 40th anniversary of the creation of the Fictional Wonder Woman) who have "lived a life of courage." Women are selected based on nominations from the public.

Young Women's Christian Association (YWCA)
726 Broadway
New York, NY 10003

State Women's Organizations

This list was compiled by the Maryland Commission for Women in March, 1986. It is not a complete listing of all Statewide Women's Organizations, but is representative of these types of organizations in Maryland.

"9 to 5"
c/o YWCA
128 West Franklin Street
Baltimore, MD 21201

African American Women's Political Caucus
P.O. Box 11897
Baltimore, MD 21207

Alpha Kappa Alpha Sorority
8510 Nightingale Drive
Lanham, MD 20706
(301) 552-1968

American Association of University Women (AAUW)
Maryland Division
616 Nelson Street
Rockville, MD 20850
(301) 340-1177

Black Women's Political Caucus
3801 24th Avenue
Hillcrest Heights, MD 20748

B'nai B'rith Women
Mid-Atlantic Region
15209 Frederick Rd., No. 202
Rockville, MD 20850

Church Women United in Maryland
453 Uniontown Road
Westminster, MD 21157

Commission on Ethnic Affairs
2525 Riva Road
Annapolis, MD 21401

Common Cause/ Maryland
Box 942
182 Duke of Gloucester Street
Annapolis, MD 21404
(301) 269-6888

Citizens lobbying organization working for more open, effective, responsive government.

Delta Sigma Theta Sorority, Inc.
1311 Silverthorne Rd.
Baltimore, MD 21239

Executive Women's Network
803 S. Charles Street
Baltimore, MD 21230

Las Amigas
3516 Silver Park Dr.
Suitland, MD 20746
(301) 467-4236

League of Women Voters of Maryland
5 State Circle
Annapolis, MD 21401
(301) 261-2413 (Toll Free)

Publishes handbooks on Maryland State Government.

Maryland Association of Elected Women
7205 46th Street
Chevy Chase, MD 20815

Maryland Citizen Action Coalition
2500 N. Charles Street
Baltimore, MD 21201
(301) 235-5588

Maryland Commission for Women
1123 N. Eutaw Street, Room 603
Baltimore, MD 21201
(301) 383-5608

Identifies and researches problems and recommends solutions and policies on behalf of Maryland women.

Maryland Commission on Afro-American History and Culture
Banneker and Douglas Museum
84 Franklin Street
Annapolis, MD 21401
(301) 269-2893

Houses museum, exhibits, and publishes a newsletter containing historical and contemporary information.

Maryland Division AAUW
616 Nelson Street
Rockville, MD 20850

Maryland Federation of Business and Professional Women's Clubs
P.O. Box 128
LaPlata, MD 20646

The Maryland Historical Society
201 West Monument Street
Baltimore, MD 21201
(301) 685-3750

Maryland League of Women Voters
602 Winhall Way
Silver Spring, MD 20904

Maryland League of Women's Clubs
1219 Woodburne Ave.
Baltimore, MD 21239

Maryland NOW
P.O. Box 5352
Baltimore, Md 21209

Maryland Regional Vocational Equity Centers

Frederick, Carroll, Washington, Allegany, and Garrett Counties
Bonnie McNamee
Frederick County Vo-Tech Center
7922 O'Possumtown Pike
Frederick, MD 21701
(301) 694-1658

Prince George's, Montgomery, Calvert, Charles, and St. Mary's Counties
Frances Logan & Jeanne Nicholson
Prince George's County Schools
Sasscer Administration Bldg.
14201 School Lane
Upper Marlboro, MD 20772
(301) 952-4571

All Eastern Shore Counties
Hilary Spence
Board of Education of Queen Anne's County
P.O. Box 80
Centreville, MD 21617
(301) 758-2403

Howard, Anne Arundel, Baltimore, Harford Counties, and Baltimore City
June Wilson
Howard County Staff Development Center
Faulkner Ridge School
10598 Marble Dawn Ct.
Columbia, MD 20144
(301) 740-3316

Maryland State Department of Education
Office of Equal Opportunity
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2230

Maryland State Teachers Association, Women's Caucus
344 North Charles Street
Baltimore, MD 21201
(301) 727-7676

Maryland Women's Law Center
2517 N. Charles Street
Baltimore, MD 21218
(301) 366-2232

Publishes booklets on legal rights of women in Maryland and offers workshops related to women and legal rights.

Maryland Women's Political Caucus
26 Maryland Park Drive
Maryland Park, MD 20743

Mid Atlantic Centers for Race and Sex Equity
5010 Wisconsin Ave., NW
Washington, DC 20016
(202) 885-8517

The National Association of Negro Business and Professional Women
Baltimore Chapter
3702 Yosemite Ave.
Baltimore, MD 21215

National Association of Women Business Owners
Baltimore Regional Chapter
660 Kenilworth Drive
Suite 101
Towson, MD 21204

Older Women's League
1114 Cathedral Street
Baltimore, MD 21201

Sigma Gamma Rho Sorority, Inc.
2101 Koko Lane
Baltimore, MD 21216

Women Legislators of Maryland
The General Assembly
6 Bladen Boulevard
Annapolis, MD 21401
(301) 841-3013

Publishes a newsletter summarizing action on new legislation during the General Assembly session ($1 per issue, or $10 for session donation is requested).

The Women's Alliance of Maryland, Inc.
2233 Rogene Drive
Apt. 202
Baltimore, MD 21209

Women's Bar Association of Maryland
113 W. Franklin Street
Baltimore, MD 21201
(301) 752-3320

Maintains a speaker's bureau and provides resource information for women in law.

Women's Law Center, Inc.
2517 N. Charles Street
Baltimore, MD 21218

Zeta Phi Beta Sorority, Inc.
7207 Fairbrook Rd.
Baltimore, MD 21207

General History Resources - Maryland

Enoch Pratt Library Maryland Room
400 Cathedral Street
Baltimore, MD 21201

Maryland Historical Press
9205 Tuckerman Street
Lanham, MD 20801

The Maryland Historical Society
201 West Monument Street
Baltimore, MD 21201

Maryland State Archives
350 Rowe Blvd.
Annapolis, MD 21401
(301) 269-3916

Other Organizational Resources - Maryland

For additional information and assistance in planning activities for Women's History Week, contact your local branch of the American Association of University Women or your local Commission for Women as listed below.

American Association of University Women (AAUW), Maryland Division

DIVISION OFFICERS

PRESIDENT
Dian Belanger (Rockville)
616 Nelson Street (h) (301) 340-9020
Rockville, MD 20850 (w) (301) 340-1177

PROGRAM VICE PRESIDENT
Barbara G. Petterhoff (Hagerstown)
717 Orchard Road (h) (301) 791-3922
Hagerstown, MD 21740 (w) (301) 791-5100

EDUCATION ISSUES CHAIR
Dr. Mary Jo Strauss (Oxon Hill)
4506 Cedell Place
Camp Springs, MD 20748 (301) 630-4397

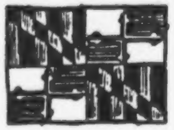
INTERBRANCH COUNCILS

ANNE ARUNDEL COUNTY
Caryl M. Muller (Annapolis)
81 Scott's Cove Road
Edgewater, MD 21037
(301) 956-6092

BALTIMORE AREA
Elaine M. Franz (Baltimore)
16 Fox Hill Court
Perry Hall, MD 21128
(301) 592-6614

MONTGOMERY COUNTY
Pearl Isenberg (Silver Spring)
3117 Helsel Drive
Silver Spring, MD 20906
(301) 871-6857

PRINCE GEORGE'S COUNTY
Gail Mathews (Bowie)
12425 Sarah Lane
Bowie, MD 20715
(301) 262-0732



LOCAL COMMISSIONS FOR WOMEN

Anne Arundel County CFW
94 Franklin Street
Annapolis, MD 21401
(301) 236-7344

Baltimore County CFW
124 County Courthouse
Towson, MD 21204
(301) 494-2757

Calvert County CFW
Box 106 Clubhouse Drive
Lusby, MD 20657
(301) 326-3750

Carroll County Women's Council
350 Ridge Road
Westminister, MD 21157
(301) 795-2100, ext. 496

Cecil County Council for Women
25 East Parkway
Elkton, MD 21921
(301) 398-0249

Dorchester County CFW
R.F.D. 4, Box 174A
Cambridge, MD 21613
(301) 228-2801

Harford County CFW
220 S. Main Street
Bel Air, MD 21014
(301) 879-2000, ext. 373

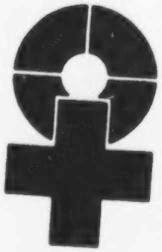
Howard County CFW
John Lee Carroll Building
3450 Courthouse Drive
Ellicott City, MD 21043
(301) 992-2052

Montgomery County CFW
150 Maryland Avenue
Rockville, MD 20850
(301) 279-8346

Prince George's County CFW
14641 Gov. Oden Bowie Drive
Room 1126
Upper Marlboro, MD 20772
(301) 952-3383

St. Mary's CFW
Route 1, Box 418
Hollywood, MD 20636
(301) 373-2798

Wicomico County CFW
233 West Main Street
Salisbury, MD 21801
(301) 546-1040



WOMEN'S STUDIES IN MARYLAND

Women's Studies courses and/or programs are offered in the following Maryland two-year and four-year colleges and in universities as reported in Every Woman's Guide to Colleges and Universities, The Feminist Press, Old Westbury, New York, 1982.

1. Anne Arundel Community College - English Department offers a course on Women in Literature.
2. Community College of Baltimore - English Department offers Women in Literature and the Social Science Department offers a course on Women in History.
3. Dundalk Community College - Continuing Education offers one course called "Woman to Woman".
4. Frostburg State College - A committee is charged with developing courses on women. The department of history offers Women in Western Civilization, History of American Women, and Spanish-Speaking Minorities; the department of English offers Women and Literature.
5. Goucher College - The Women's Studies Program offers the bachelor's degree. Courses include Women and the Economy, Women as Heroes, and Women and the Law. The director of the program holds a full-time faculty appointment. An official committee oversees the development of the program. Courses in the departments of education, social work, and business provide some instruction on matters specific to women.
6. Hood College - Women are the focus of eleven courses, taught by the departments of art, English/communications, foreign languages/literature, history/political science, psychology, and sociology/social work. Students may design a Women's Studies major. The departments of business, education, and sociology/social work provide some instruction on matters specific to women. Through a new core curriculum all students "are exposed to the issue of inequality." A Women's Studies committee monitors the integration of scholarship on women into traditional courses and collects new curricular materials on women.
7. Johns Hopkins University - Three courses on women are taught - one each in the Departments of Anthropology, Romance Languages, and Social Relations.
8. St. Mary's College of Maryland - The Department of Social Sciences and History offers a course on Women and the Law.
9. Salisbury State College - Psychology of Women and Women in Literature are the two courses offered.
10. Towson State University - Established in 1972, the Women's Studies Program, under the direction of a full-time, permanent faculty member, offers an 18-credit minor and the B.A. through General Studies. Five courses on women are offered through the Women's Studies Program and more than 20 others through departments. Women's Studies courses include Women's Perspective, Changing Sex Roles, Directed Readings in Women's Studies, Practicum in Women's Studies, and Feminist Ideology for Change. An official committee is responsible for the development of the Women's Studies Program. The university library has an extensive Women's Studies collection. Because Towson rated so highly in the Guide along with UCLA, the President gave personnel time off to write a proposal for a three-year Carnegie Grant on Integrative Women into the curriculum. For information about this project, contact Sarah Coulter at Towson.
11. University of Maryland, Baltimore County - Seven courses on women are taught in six departments. Recent offerings include Sex Roles and Inequality, Sociology of Women, and Perspectives on Women in Literature. Courses offered by the schools of education and social work provide some instruction on matters specific to women. A Women's Studies Program is in formation.
12. University of Maryland, College Park - The Women's Studies Program offers a 21-credit undergraduate certificate and a major through Individual Studies. The history department offers an M.A. in Women's History; the American Studies Program offers an M.A. in Women's Culture. Over 40 courses a semester are available through Women's Studies and cooperating departments. Recent offerings include Women and Contemporary Society, Theories of Feminism, Women and Urban Ethnicity, Women and Religion, Economic Problems of Women, Women Novelists, Sex Roles, American Women and Sport, and History of American Feminism. An official committee advocates and monitors the inclusion of women's materials and perspectives across the curriculum.

Under the section on Minority Women, the following additional courses were listed: Black Women in America, Black Women Writers of the Harlem Renaissance, Women in African History, and Racism and Intergroup Conflict.

The National Women's Studies Association is located on the College Park campus.

IV. HISTORIC SITES/FIELD TRIPS

The following historic sites in Maryland are appropriate for field trips or further study to increase knowledge of Maryland women social reformers. The information about these sites is from The American Woman's Gazetteer by Lynn Sherr and Jurate Kazickas, Bantam Books, Inc., 666 Fifth Avenue, New York, NY, 10019, 1976.

Antietam

Clara Barton Memorial. Mansfield Avenue.

The acts of love and mercy performed by Clara Barton during the bloodiest battle of the Civil War led to the birth of the present day American National Red Cross. Her courage is marked by a roughhewn marble slab adorned with a small red cross made of bricks from her birthplace.

Baltimore

Mother Seton House. 600 North Paca Street.

Here the nation's first free Catholic school was begun in 1808. In 1809 she began the work of her new order, the Sister of Charity of St. Joseph in Emmitsburg. Mother Seton was America's first saint, canonized in 1975.

Elizabeth Gilman Home. 513 Park Avenue.

This is the home of Maryland's first female candidate for governor. A champion of all unpopular causes of her day, she demonstrated on behalf of striking minors, leftists, American Indians, and pacifists. She is quoted as having said "Radicals do all sorts of original things, not because they have been taught that it is the thing to do but because it is the thing that appeals to them. They are good company as well as good citizens."

Lillie Carrol Jackson Museum. 1320 Eutaw Place.

A tribute to civil rights leader Lillie Jackson's search for freedom, justice and equality.

Szold Street.

This residential street was dedicated in 1950 to the memory of Henrietta Szold, a lifelong Zionist and the founder of Hadassah, a welfare organization to bring modern medical science to Palestine. She started Baltimore's first night school to teach Jewish refugees English.

Emmitsburg

Seton Shrine Center. U.S. 15.

This is the site of the first settlement of the Sisters of Charity of St. Joseph, headed by Mother Elizabeth Seton in 1809. Mother Seton established a school, founded hospitals, orphanages, and an institution for lepers. Mother Seton was canonized in 1975, two hundred years after her birth.

Glen Echo

Clara Barton House. 5801 Oxford Road.

This was the home of Clara Barton, the founder of the American Red Cross, from 1897 until her death in 1912. The home was built of lumber salvaged from emergency structures during the Johnstown flood and was designed to resemble a Mississippi Riverboat. This house was the site of a reception for over 500 participants of the 1904 National Woman Suffrage Convention. Many treasures Clara Barton received from European and world dignitaries, for her distinguished service are on display.

St. Mary's City

Margaret Brent's Land. Route 5 (private).

On this land, the nation's first suffragist, and first Maryland landowner built a home in 1638. Her historic stand for equal rights in 1648, began a movement that continued for almost three centuries before women were granted the right to vote.

MARYLAND WOMEN'S HISTORY

MARYLAND WOMEN'S HISTORY RESOURCE PACKETS

-INDEX OF WOMEN HIGHLIGHTED-

Maryland Women's History Resource Packets have been developed annually since 1981. The following index, which lists those women who have been highlighted in each packet, is provided as a reference for teachers.

NOTE: PROFILES refers to biographical sketches or newspaper articles about specific women.

REFLECTIONS refers to questionnaire responses received from specific women.

1981 PACKET - "NOTABLE MARYLAND WOMEN"

PROFILES

Margaret Brent - 17th Century lawyer, landowner

Anna Ella Carroll - Military strategist during the Civil War

Rachel Carson - Author and environmentalist

Mary Katherine Goddard - Colonial printer

Edith Hamilton - Classical scholar, educator

Lillie May Jackson - 20th Century civil rights activist

Mary Risteau - Pioneer female legislator

Florence Sabin - Research scientist

Elizabeth Bayley Seton - First American-born Catholic Saint

Henrietta Szold - Initiator of adult education, human rights activist

Harriet Tubman - Conductor of the underground Railroad for slaves escaping to freedom

N. Louise Young - First Maryland black women physician

1982 PACKET - "CELEBRATING THE WOMEN WHO HELPED BUILD THE NATION"

NOTE: This packet focused on historical periods, rather than on individual women. There is some biographical information provided about the following women:

Margaret Brent

Anna Ella Carroll

Beatrix Potter

Harriet Tubman

1983 PACKET - "CELEBRATING THE MARYLAND MOSIAC: MARYLAND WOMEN OF DIVERSE CULTURES"

PROFILES	REFLECTIONS
Native American Women	
	Patricia King
	Elizabeth Berry Locklear
	Mervin Savoy
Black Women	
Lucile Clifton	Stephenie (Penny) Brady
Dr. Lillie Carroll Jackson	Margaret East Johns
Verda Welcome	Omega Moore Jones Frazier
Violet Hill Whyte	Pauli Murray
Dr. N. Louise Young	
Asian Women	
Yung Ho Lee Chin	My Kieu Nguyen Boley
	Katherine M. Chin
	Erlinda Lachica
	Jane Younghea Lew, M.D.
	A. Musikabhumma
	Letien Thi Nguyen
	Judy B. Tanovan
Hispanic Women	
	Sol Del Ande Eaton
	Rosa Guardado Freeman
	Ileana C. Herrell
	Lourdes Miranda
	Carmen Delgado Votaw
European Ethnic Women	
Marie Von Hatter Sheim Bavernschmidt	Helen Delich Bentley
Elizabeth Patterson Bonaparte	Meeta Liiv
Mary Dopkin	Mary Murray
Rosa Fineburg	Rachel E. Stark
Judith Hashman	
Esther Hillman	
Barbara A. Mikulski	
Rosa Ponselle	
Henrietta Szold	
Mary Ann Willin	

1984 PACKET - "CHANGES, CHOICES, AND CHALLENGES"

"CHOICES"

PROFILES

Angela Bambace - Organized First Women's Local Union
Madelyn Breeskin - Art Museum Director
Susan Briggs - Waterwoman
Terri Lynn Seitz Brown - Handicapped Teacher
Jeremy Daigler - Sister of Mercy
Thelma Dailey - Founder of Union Women of African Herit.
Laura Era - Waterwoman
Frances Gay Grunden - Waterwoman
Patsy Higgs - Waterwoman
Bernice McPherson - Welding Executive
Kathleen Poole - Waterwoman
Margaret T. Shaffer - Business consultant
Betty Lee Sung - Author

REFLECTIONS

Floraine B. Applefeld - Exec Director of "Baltimore is Best" Program
Mary Elizabeth Biehusen - Dir of Education/Trade Assn.
Rebecca Brown - Blacksmith
Cheryl Dupree - Diesel Mecha
Barbara Dale - Greeting Card Designer
Mary L. Ekroos - Artist
Rhonda Sue Franz -Spray painte
Martha I. Glatfelty - Politics and musician
Eve R. Grover - Banker
Susan Harryman - Physical Therapy
Elizabeth A. Haynes-President, Baltimore Rigging
Faith Kordis-Capenter
Lila Lane - Author/Photographe
Margaret D. Lee - Peaceworker
Chris Louk-Secretary
Denise McCafferty-Flavorist
Ann McGee-Administrative Mgr.
Diana B. McCusker-Science Teacher
Pauline H. Menes-Legislator
Nancy D. Miller-Teacher-High School
Cory Moore - Education Coord.
Bessie R. Norris-Commander/Law Enforcement
Margaret T. Ordonez-Clothing Specialist
Catherine Overhauser-Orchestra Conductor
Kathryn M. Reed-Exec. Directo
Kathleen Lynch Robie - Volunteer-Nat'l Homemakers
Andrea Jean Seefeldt-Jockey
Beth Taff-Social Rehab.
Charleen Evans-Thomas-Director of Elementary Education
Chris Weller-Women's Basketball Coach
Marian E. Wilson- Steelworker Inspector

Jeanette R. Wolman- Lawyer
Susan Weinraub-Medical Technician
Maisie Hodes-Wood - Advocate-Disability Rights

"CHALLENGES"

PROFILES

Dr. Hattie Alexander-Discovered cure for bacterial meningitis
Betty Toloria Braswell-Family practice doctor
Eugenie Clark- Marine biologist
Anita George-Scientist
Arda A. Green-Discovered with fireflies glow
Dora K. Hayes- Chemist
Grace Murray Hopper-Oldest Officer on Active Duty
Judith Resnik-Astronaut
Florence Sabin-1st woman - Nat'l Academy of Sciences
Rachel Safman- Sent experiment into space
Helen Brooke Taussig -Originated operation for blue babies

REFLECTIONS

Marilyn R. Berman - Asst. Dean College of Engineering
Regina L. Cody- Physical Chemist
Kathleen Geipe - Dentist

1985 PACKET - "IMAGES AND REFLECTIONS: MARYLAND WOMEN IN THE ARTS"

WOMEN IN THE VISUAL ARTS

PROFILES

Dorothea Barrick - Painter
Jane Currie Clark - Acrylic Painter
Barbara Dale - Greeting Card Designer
Claudia DeMonte - Art
Darlene Grubb - Painted Window Screens
Grace Hartigan - Abstract Expressionist Painter
Martha Hudson - Watercolors
Virginia J. Kiah - Portrait Painter
Anna C. Peale - Watercolors
Sarah Peale - Painter of Portraits
Tara Moore - Artist
Stephanie Pogue - Textural Color Etchings
Anne Truitt - Sculptor and Painter
Grace H. Turnbull - Sculptor, Painter, Writer
Joan Sutton Wooddy-Acrylics, Watercolors, Prints or Sculptures
Yuriko Yamaguchi - Painting and Sculptures

REFLECTIONS

Claudia DeMonte - Autobiographical Painting
Michele M. Elliott - Director, Photographer, Sculptor, Painter
Editha Grice - Calligraphy, Photography, Writing
Darlene J. Grubb - Commercial
Sydney K. Hamburger - Sculptor
Karen Hirsch-Harari - Painter-Printmaker
Tara Moore - Painting/Film
Helen Silesky - Calligraphy/Painting
Dr. Barbara Young - Photography
Diane Zarfoss - Watercolor/Graphic Design

WOMEN IN THE LITERARY ARTS

PROFILES

Zenith J. Brown - mystery writer
Rachel L. Carson - Environmental writer
Lucile Clifton - Author & Poet
Rosemary Fitzgerald - Writer of Novels
Martha Grimes- Writer of mystery Novels
Edith Hamilton- Authority on Greek Culture
Frances Harper- Writer and Lecturer
Zora N. Hurston-Novelist, Folklorist, Anthropoligist
Josephine Jacobsen - Poet

Sophie Kerr - Writer of Light Fiction
Elizabeth F. Lewis - Writer of Children's Books
Lila Line - Author-Photographer
Cornelia L. Meigs - Writer
Phyllis R. Naylor-Writer
Nancy Prothro-Poet
Linda Pastan - Poet
Katherine Paterson- Novelist
Katherine A. Porter-Writer of Short Stories
Lizette W. Reese - Poet
Adrienne Rich - Poet
Colby Rodowsky- Writer
Margielea See - Poet
Gertrude Stein - Writer and Patron of the Arts
A[illegible] Tyler - Novelist
C[illegible]ia Voight - Novels and [illegible]hildren's literature

REFLECTIONS

Virginia Beauchamp-Writing
Anne M. Brooks - Writing
Ruth Coyne - Writing
Rosemary Fitzgerald - Author
Nancy M. Goor - Writer/Children's Books
Elaine Hedges - Writing about Women's Crafts
Carol Hoover - Writing/Publishing
Mary Jacob - Writing/Children's Books
Helen Jacob - Writing Children's Books
Gloria Kamen - Book Illustrating
Sallie Kravetz - Writing/ Photography
Clarinda Lott - Writing/Poetry

Phyllis Naylor - Literary
Marilynn J. Phillips - Folklore
Colby Rodowsky - Writer
Vera F. Rollo - Author/Publisher
Cynthia Voight - Writing

WOMEN IN MUSIC AND DANCE

MUSIC

PROFILES

Wang An-Ming - Composer
Marilyn DeReggi - Soprano
Ethel Ennis - Pianist and Singer
Cathy Fink - Banjo player and concert performer
Anne-Lynn Gross - Singing Auctioneer
Ginger Hildebrand - Professional musician
Billie Holiday - Singer
Jean Ivey - Composer
Winifred Hyson - Teacher of Music Theory
Frances T. McKay - Doctor of Musical Arts
Rosa Ponselle - Opera Star
Carol Robertson - Music Professor
Faye-Ellen Silverman - Composer, pianist, author, educator
Sweet Honey - Quintet of Black Women Singers
Patricia Wen - Writer, Poet, Musician

Ellynne B. Yeager - Soprano
Judith L. Zaimont - Composer

REFLECTIONS

Carolyn Bassing - Musical Instruments, Crafts
Carol A. Bogash - Music/Arts, Management
Maria Bloom/Rafika Samira- Dance

Helen B. Deering - Music
Marilyn B. DeReggi - Music/Multi-Media
Yza Y. Eaton - Dance
Ethel E. Arnett - Music
Cathy Fink - Music/Music History
Anne-Lynn Gross - Music
Louise W. Haskin - Dance
Ginger H. Hildebrand - Music-Performance
Jean E. Ivey - Music Composition
Michele M. Land - Dance
Jean Lutterman - Music
Carolyn Morgan - Dance
Dr. Mellasenah Y. Morris - Music
Meriam L. Rosen - Dance
Nan Rosenthal - Dance, Theater, T.V. Production
Vivian A. Rudow, Music Composer, Artistic Director, Conductor
Mairi Sablosky - Dance

Maida R. Withers - Dance
Kate U. Shiffer - Music,Lyrics, and Poetry
Faye-Ellen Silverman - Music Composition
An-Ming Wang- Music
M. Margaret Winner - Music
Judith L. Zaimont - Music Composit
Janice A. Ziarko - Music, Painting Creative Writing, Embroidery

DANCE

Deaf Dimensions - 20 dancers
Liz Lerman - Teach, Dance, Choreograph, Perform
Greta von Kirchmann - Ballerina

WOMEN IN THE THEATRICAL AND PERFORMING ARTS

PROFILES

Beatrice Arthur - Actress
Mildred Dunnock - Stage and Screen Actress
Debbe Ginter - Clown
Goldie Hawn - Actress
Malanie Henderson - Actress
Jyl Hewston - Mime
Norene Hinson - Recreation specialist
Beth Kalbach - Puppetmaker, stage crafts, characterization, voices
Toby Orenstein - Casts, props, music, choreography
Linda Sullin - Vocal Dynamics
Helen Slater - Actress
Mary C. Smith - African folklorist, historian, philosopher, poet

REFLECTIONS

Lenore Blank - Theatre
Lynn K. Broderick - Theatre Arts
Verna Lee Day - Theatre/Television Actress
Hazel Chung- Performing Arts
Deborah A. Ginter - Clowning
Jyl Hewston - Acting/Mime
Moira Jackson - Performance for children, mime, dance, storytelling
Kathleen Jacobs - Audience-participation theater puppets
Beth Kalbach - Puppetry
Lin Murphy - Mime, Juggling, Clowning, Masks
Toby Orenstein - Theatre
Stephanie Preston - Acting
Linda Sillin - Acting
Mary C. Smith - Storytelling, Actin Writing, Speaking, Workshop Leader
Jeanne Whitehair - Using Puppets for Handicapped Awareness

WOMEN IN CRAFTS AND TEXTILE ARTS

PROFILES

Nina Ackerson - Artist and Craftswomen
Dorothy Fix - Artost
Susan Klebanoff - Weavings
Sue Pierce - Structured Fabrics
Januwa Moja - Designer
Elizabeth T. Scott - Quilter
Joyce Scott - Artist
Marcia Zanger - Stencilling

REFLECTIONS

Betty Berginski - Teaching, Basket-weaving
Mary Chappard Burton - Rug Hooking, Design Teaching, Writing, Lecturing
Tina Chisena - Metalsmithing, Enamel, Jewelry, Sculpture
Susan Davis - Quilting
Kathleen Dennis - Pottery
Aline Feldman - Printmaking & Drawing

Tamar Fishman - Papercutting
Dorothy Fix - Textiles/Painting
Nance B. Gamse - Beaded Flowers and Beaded Sculptures
Christine Maccabee - Pressed Floral Art & Performance (Song)
Laurel E. Noble - Teddy Bear Designer
Peggy Sange - Crafts/Pottery
Caye Speakman - Weaving;Fibers
Toku M. Sugiyama - Japanese Flower/Arranging-Ikebana

1986 PACKET - "IN THE PUBLIC INTEREST: MARYLAND WOMEN IN GOVERNMENT, LAW, AND THE MEDIA"

WOMEN IN GOVERNMENT, POLITICS AND LAW

PROFILES

Rosalie Silber Abrams-Delegate and Senator
Jean Tucker Adams-Exec. Asst. to Governor Harry Hughes
Victorine Q. Adams- First Black Woman - Balt. City Council
Bertha Sheppard Adkins-Chairman Federal Council on Aging
Helen Delich Bentley- Congresswoman
Beverly B. Byron - Congresswoman
Margaret Brent- Acting Governor for Province
Eleanor Carey-Deputy Atty. General
Anna Ella Carroll-Military Strategist
Chris Cocuzzi-Police Officer
Susanna Cristofane-Mayor of Bladensburg
Timmerman Tepel Daugherty-Lawyer
Rita C. Davidson-Md. Court of Appeals
Emilie A. Doetsch-Suffragist and Lawyer
Lavinia Engle-Md. Legislator
Marie M. Garber-Election Administrator
Marjorie S. Holt - Congresswoman
Minnie Kenny-Asst. Deputy Director Dept. of Defense
Constance Lieder - Sec. of State Planning
Etta Maddox-Pioneer Lawyer and Suffragist
Ruth White Massinga-Secretary of Human Resources
Lucile Maurer-Md. General Assembly
Audrey Melbourne- Circuit Ct. Judge
Barbara Mikulski-Congresswoman
Juanita J. Mitchell-First Black Woman Attorney
Theresa Nolan - District Ct. Judge
Mary L. Nock-State Legislature
Sandra O'Connor-Supreme Ct. Justice
Mary Risteau-First Woman Md. House of Delegates
Lucile Roeder-First Woman- Municipal and County Offices-Western Md.
Lorraine Sheehan-Secretary of State
Gladys Noon Spellman-House of Repres.

Ricki Wadsworth-Director Common Cause of Maryland
Verda Welcome-Senate
Violet Whyte-Law Enforcement Officer
Adele Wilzack-Secretary of Health and Mental Hygiene
Jeanette Wolman-Bar Association

REFLECTIONS

Betsey Cullen - League of Women Voters
Chris Devries - Lobbyist
Virginia Donnelly - Sheriff
Hilda Ford - Personnel Directc
Joanne Goldsmith - State Boar of Education
Melanie Goldsmith - Student B of Education
Vera P. Hall - Md. Democratic Party
Barbara Hoffman-State Senator
Paula Hollinger-House of Delegates
Marjorie Holt-Congresswoman
Christine Jones - Md. House of Delegates
Helen Koss-Md. General Assembly
Sherrie Krauser-Assoc. County Attorney
Freda Kurtz-Operations Research Analyst
Maureen Lamb- Councilperson
Michele Lavin-Employment Opportunity Officer
Bess Lavine-District Ct. Judge
Susan Lepore-Baltimore Co. Police Officer
Earlean McCarrick-University Teaching Law
Edna Mclellan-Admin. Aide U.S. Congress
Pauline Menes-State Legislator
Bessie Norris-Commander-Law Enforcement
Hilda Pemberton - P.G. Co. Councilmember
Karel Petraitis-Attorney
Mary Preis-Attorney - Office o Attorney General
Natalie Rees-Attorney/Law Professor
Catherine Riley - Senator - Maryland Legislature
Jennifer Rhue - President - Eleanor Roosevelt Student Gv

Margaret Schweinhaut - State Senator
Audrey Scott - Administrator - Federal Government Agency
Patricia Sher- Maryland House of Delegates
Ann Sparrough - Master for Juvenile Causes
Rochelle Spector - Election Officer
Lashawn Spence - Jr. Legal Intern Writer
Joyce Terhes - Republican Party Vice Chair
Judith Toth - Legislator - Md. House of Delegates
Ricki Wadsworth - Lobbyist
Pamela White - Attorney/Trial Lawyer

WOMEN IN MEDIA

PROFILES

Myra Barrer - Womens Rights Newsletter Editor
Christine Brennan - Covers Redskins for Washington Post
Dorothy Brunson - Print communications industry
Connie Chung - Journalist
Mary Cliff - Producer/Announcer
Mary Goddard - Newspaper Publisher
Anne Catherine Green - Hall of Fame Md/Del/D.C. Press Association
Jenette Kahn - President and Publisher D.C. Comics, Inc.
Lillian Levy - Writer and Editor
Dinah Nuthead - Pioneer Printer
Sadie Miller - Journalist
M. Elizabeth Moss - Vice-President Afro-American Company
Gertrude Poe - Newspaper Editor
Renee Poussaint - Newsreporter/Co-anchorperson

REFLECTIONS

Karen Adams - T.V. News Director/Anchor
Bonnie Joe Ayers - Journalist/Editor
Carolyn M. Barranca - Editor
Dr. Maurine H. Beasley - Writing, Editing, Journalism
Karen Brelsford - Sports Editor
Christine Brennan - Sports Writer
Diane M. Brown - Associate Editor
Bonnie M. Butler - Editor
Susan H. Cohen - Producer
Susan Davis - Coordinator of Telecommunications
Lori Evans - Executive Producer
Teresa Franklin - Reporter/Writer
Lee Geary - Morning Show Host/Producer
Sheila Gibbons - News Editor
Ada E. Gollub - General Mgr. Radio Station
Dr. Sudha K. Haley - Director/Public Information
Elise Hancock, Editor
Gwen Ifill - Newspaper Reporter
Sue K. Katcef - Radio - Legislative Aide - Media Relations
Lois E. Kay - Journalism Educator
Denise L. Koch - Reporter/Televisio Art Critic
Kathleen J. Lally - Reporter
Lillian R. Levy - Editor and Writer
Nancy E. Luse - Reporter Covering Education
Jean Flanagan Moon - General Manage Patuxent Publishing Corp.
Liz O'Neill - Political Reporter
Maggy Peavey - Editor-in-Chief
Denise Kathleen Perry - Newspaper Editor
Gertrude L. Poe - Weekly Newspaper Editor/Publisher
Jean H. Ross - Public Affairs Directo
Lynn Salisbury - Journalist
Phyllis T. Shelton - Media
Donna Shoemaker - Editor/Writer
Melody L. Simmons - Journalist
Alice Steinbach - Newspaper Reporter Feature Writer
Hillary Mazer Stishan - Television Producer
Shirley Wagener - Media Talk Show Host/Producer, Editor and Writer
Karen Yengich - Editor

1987 Packet
Making a Difference
Maryland Women and Social Reform

Profiles

- Myra Barrer
- Clara Barton
- Margaret Brent
- Marian Wright Edelman
- Rachel Carson
- Jill Moss Greenberg
- Frances Watkins Harper
- Lillie Carroll Jackson
- Barbara Mikulski
- Juanita Jackson Mitchell
- Mary Watters Risteau
- Ellen Kouver Silbergeld
- Mary Switzer
- Henrietta Szold
- Helen Brooke Taussig
- Harriet Tubman
- Carmen Delgado Votaw
- Maisie Hodes Woods
- H. Margret Zassenhaus

Reflections

- Virginia Bright
- Katherine Chin
- Marian Wright Edelman
- Jean Dresden Grambs
- Elizabeth Locklear
- Juanita Jackson Mitchell
- Ellen Kouver Silbergeld
- Carmen Delgado Votaw
- Maisie Hodes Woods

MARYLAND WOMEN'S HISTORY

1987 SPEAKERS LIST

SPEAKERS LIST

WOMEN'S HISTORY SPEAKER'S LIST

MARYLAND WOMEN AND SOCIAL REFORM: MAKING A DIFFERENCE

The following Maryland women have agreed to be available to speak to groups during Maryland Women's History Week, March 8-14, 1987 on topics related to this year's theme. Please note that some individuals have indicated a preference for speaking in specific geographic areas.

Helen Chamberlain
307 Galway Rd.
Timonium, Md. 21093   252-0543 (before 8:30AM, after 5:00PM on weekends)
Topic(s): Women in Politics - Why We Should Become Involved
Area(s) : Baltimore County and surrounding areas

Phyllis A. Diggs
County Administration Building
Upper Marlboro, Md. 20772   952-3620
Topic(s): How to Get Involved in Government, my Experience as a Legislator, Issues Facing Women in Management in Male-Dominated Fields
Area(s) : Prince George's County, Baltimore City, (areas which are within 30-45 minutes travel distance of Upper Marlboro, Md.)

Sherriff Virginia L. Donnelly
Court House
Ellicott City, Md. 21043 (301) 992-2150
Topic(s): Obtaining What You Really Want in Your Career Goals

Hilda E. Ford
111 North Calvert Street
Baltimore, Md. 212202   396-3851
Topic(s): Careers - What is available now? Feminism - Is the Job Complete? Discrimination - When will it be over?

Suellen M. Gerguson
4321 Hartwick Road, Suite 300
College Park, Md. 20740   699-9880
Topic(s): Law-related topics, ie.e. preparation for and actual practice also - substantive law topic
Area(s) : Prince George's County

Marion E. Goetze
901 Ellendale Drive
Towson, Md. 21204   (301) 825-6507
Topic(s): Employment Issues and Women Career Development, Non-traditional Employment Small Business

Joanne T. Goldsmith and Melanie Goldsmith
2212 Marlborough Drive
District Heights, Md. 20747   336-6774
Topic(s): Politics

Dr. Jean D. Grambs
Department of Human Development
University of Maryland - College Park
College Park, Maryland   (301)/454-2034 (w)
Topic(s): Teaching and Learning About Women
Area(s) : (not more than hour's drive from University)

Senator Barbara A. Hoffman
2905 West Strathmore Avenue
Baltimore, Maryland 21209   764-0419 (h)
764-3614 (o)
Topic(s): Women in Political Life
Area(s) : Northwest Baltimore City--42nd District or a group that is visiting Annapolis during the Session

Delegate Christine Jones
3518 Everest Drive
Hillcrest Heights, Md. 20748 423-7145
Topic(s): How to get Involved in government - my experience as a legislator
Area(s) : Southern Prince George's County

Sherrie L. Krauser
2605 Osage Street
Adelphi, Md. 20748 952-4077 (w)
Topic(s): Women in the Law, Legal Issues Women, etc.
Area(s) : Prince George's County

Freda W. Kurtz
3310 Huntley Square #B1
Temple Hills, Md. 20748 (301) 981-3915 (w)
(301) 630-0625 (h)
Topic(s): Opportunities for Women in Federal Employment
Computer-Ease for Women Ill at Ease
Area(s) : Preferably near Andrews Air Force Base
Other locations -- willing to consider

Bess B. Lavine
District Court of Maryland
5012 Rhode Island Avenue
Hyattsville, Md. 20781 (301) 699-2777
Topic(s) : Domestic Violence, Court System, Juvenile Law
Area(s) : Prince George's County and Montgomery County

Michele C. Lavin
Internal Revenue Service
31 Hopkins Plaza/Room 523-C
Baltimore, Md. 21227 962-3009
Topic(s) : Federal Affirmative Action
Discrimination Complaint Process
Area(s) : Baltimore area

Maureen Lamb
3 Goodrich Road
Annapolis, Md. 21401 254-1401
Topic(s) : Women in Government, Making a Difference, How Local Government Function
Area(s) : Anne Arundel County

Susan LePare
8505 Maymeadow Ct.
Baltimore, Md. 21207 655-6456
Topic(s) : Women Police
Area(s) : Baltimore County

Earlene M. McCarrick
Dept. of Government and Politics
University of Maryland
College Park, Md. 20742 454-6736
Topic(s) : Constitutionality of Gender-Based Laws, National Legislation prohibiting sex discrimination in employment
Area(s) : Near the University of Md. or near my home in Wheaton, Md. in Montgomery County.

Audrey E. Melbourne
Court House
Upper Marlboro, Md. 20772 952-3822
Topic(s): Women in the Law
Area(s) : Prince George's County

Helen Buss Mitchell
Howard Community College
Little Patuxent Parkway
Columbia, Md. 21044 (301) 922-4823
Topic(s): Women in American History
Area(s) : Vicinity of Howard County only

Juanita Jackson Mitchell, Esquire
1239 Druid Hill Avenue
Baltimore, Md. 21217 523-6275 (o)
523-5083 (h)
Topic(s): Enforcement of the Civil Rights Laws; Voting Registration and Participation - the Tools of a Democracy; The Courts: Incubators of Democracy
Area(s) : Statewide and Baltimore City

Mary L. Preis
35 W. Gordon Street
Bel Air, Md. 21014
(office: Office of Attorney General
7 No. Calvert Street
Baltimore, Md. 21202 576-6450
Topic(s): Women in Law
Area(s) : Baltimore City/county, Harford County

Hilda R. Pemberton
7604 Swan Terrace
Landover, Md. 20785 350-0636
Topic(s): Youth in Education
Employment
Economic Development

Natalie H. Rees, Attorney-at-Law
Rees & Gulierrez
610 Tolman Building
210 E. Redwood Street
Baltimore, Md. 21202 727-3511
Topic(s): Family and Juvenile Law
Area(s) : Baltimore City, Baltimore County

Audrey E. Scott
Deputy Assistant Secretary for
Congressional Relations
451 Seventh Street, SW, Room 8126
Washington, D.C. 20410   202/755-7380
Topic(s): Women in Politics/Elected Office,
Federal Programs for Women (HUD
Initiatives) Affordable Housing
Area(s) : Metropolitan area - Annapolis

Dr. Ellen Silbergeld
Environmental Defense Fund
1616 P St., N.W./Suite 150
Washington, D.C. 20036   202/387-3500 (o)
246-0926 (h)
Topic(s): Informal talk -- Protecting Our
Environment
Area(s) : Baltimore, D.C. suburbs

Carmen Delgado Votaw
6717 Loring Court
Bethesda, Md. 20817   301/365-0339
Topic(s): Women's advancement, Women in
Development
Area(s) : Bethesda

Ann R. Sparrough
Juvenile Court
Courthouse
Upper Marlboro, Md. 20772   301/952-4411
Topic(s): Juvenile Court, Paternity, Child
Support
Area(s) : Prince George's County

Rochelle "Rikki" Spector
7404 Park Heights Avenue
Baltimore, Md. 21208   396-4819
Topic(s): Women in Elected Office
Area(s) : Baltimore City, Baltimore County,
Howard County

J. Anita Stup
5990 Grove Hill Road
Frederick, Md. 21701   663-5493
Topic(s): Women in Government, You Can Make a
Difference

Joyce Lyons Terhes
10330 Three Doctors Road
Dunkirk, Md. 20754   855-8192, 535-0809
Topic(s): Consider Yourself for Office Govern-
Government - New Challenges for Women Getting
Involved
Area(s) : Western and Eastern Shore, Central Md.

Delegate Judith C. Toth
P.O. Box 130
Germantown, Md. 20871   428-3056 (h), 858-3037 (o)
Topic(s): Politics, Legislature, Health
Area(s) : Montgomery County

Sue F. Ward
P.G. County Service Building
Room 113
5012 Rhode Island Avenue
Hyattsville, Md. 20781   699-2670
Topic(s): Aging is a Woman's Issue
Becoming Ouselves
Employment

Pamela J. White, Esquire
Ober, Kaler, Grives and Shriver
1600 Maryland National Bank Building
Baltimore, Md. 21202
Topic(s): The Challenges of a Civil Litigation
Law Practice
Employment Discrimination Law
Product Liability Law in Maryland

Gennie Wessel
10323 Kettlebrun Ct.
Ellicott City, Md.   465-4958
Topic(s): Legislation review process, Developing
networks, Women returning to school
Area(s) : Howard County, Baltimore County

IN THE PUBLIC INTEREST: WOMEN IN MEDIA

Karen Adams
WMDT-TV
P.O. Box 4009
Salisbury, Md. 21801 301/742-4747
Topic(s): Women in Television/radio (management and new)
Area(s) : Eastern Shore of Md. (Dorchester, Wicomico, Somerset, Worcester; Talbot counties

Carolyn Barrance
2313 Oak Drive
Ijamsville, Md. 831-8166 or 662-1177 (o)
Topic(s): Women in the Media
Area(s) : Frederick, Baltimore areas

Christine Brennan
The Washington Post
1150 15th Street, N.W.
Washington, D.C. 20071 202/334-7289
Topic(s): Women Sportswriters - What I do. Sports in general, Journalism
Area(s) : Close to D.C.

Dorothy Brunson
2018 Dennis Street
Baltimore, Md. 301/566-9200
Topic(s): Minorities and the Media

Bonnie Matthews Butler
Afro American Newspapers
628 N. Eutaw Street
Baltimore, Md. 21203 301/728-8200
Topic(s): Advertising/marketing for the newspaper, How to be an editor/writer at a newspaper, Whbat its like to be an entertainment editor
Area(s) : Baltimore City or county

Susan Davis
20 Coachman Court
Randallstown, Md. 21133 521-3134 (h), 992-4815 (o)
Topic(s): Producing low-budget programming for local cablecasting
Area(s) : Howard County, NW Baltimore County, Carroll County

Dona Dezube
420 N. Horners Lane
Rockville, Md. 20850 251-0840
Topic(s): Journalism
Area(s) : Montgomery County, Howard County

Lori Evans, Executive Producer
Maryland Public Television
Owings Mills, Md. 21117 301/356-5600
Topic(s): Television Production and Management
Area(s) : Baltimore City, Baltimore County, Annapolis

Ms. Lee Geary
WITR Radio
101 WITR Lane
Westminster, Md. 21157 301/876-1515
Topic(s): Preparing For a Career in Radio, The Future of Radio in the Communications Field, Radio As an Immediate Medium in Communications
Area(s) : Baltimore County

Sheila J. Gibbon
10606 Mantz Road
Silver Spring, Md. 20903 445-3231
Topic(s): Women's magazines, Where we get our news - where will get in the future
Area(s) : Montgomery, Howard and Prince George's Counties

Elsie Hancock
Johns Hopkins University
Baltimore, Md. 21218 301/338-7645
Topic(s): University magazines
Area(s) : Not too far from Baltimore

Gwen Ifill
Washington Post
1150 15th Street, NW
Washington, D.C. 20071 301/1391
Topic(s): Women in journalism, Women in Maryland Politics
Area(s) : Washington metropolitan

Tommie L. Katz
News American
301 E. Lombard Street
Baltimore, Md. 528-8164
Topic(s): Women in Media
Area(s) : Greater Baltimore area

Louis E. Kay
11410 Strand Drive, Apt. 110
Rockville, Md. 20852   469-9524, College of
Journalism, University of Md., College Park,
Md., 20742, 454-6939 or 454-6440
Topic(s): Careers in Journalism, Resume Writing,
The Job Search
Area(s) : Prince George's County, Howard County,
will only be available daytime parts of
Anne Arundel.

Denise L. Koch
WJZ-TV, Television Hill
Baltimore, Md. 21211   466-0013
Topic(s): Women in the Arts...Women in
Broadcasting
Area(s) : Baltimore City or near T.V. Hill (not
farther than Towson as only my mornings are
free and I'm very busy.

Nancy Luse
236 E. Sixth Street
Frederick, Md. 21701   662-1177
Topic(s): Breaking into the newspaper profession.
How news is gathered and compiled into a paper.
Area(s) : Frederick area

Jean P. Moon, General Manager
10750 Little Patuxent Parkway
Columbia, Md. 21044   730-3620
Topic(s): Community Journalism: The Weekly
Newspaper, Women in Newspaper Management
Area(s) : Howard County/Columbia, Baltimore
County particularly Catonsville, Arbutus,
northeast Baltimore County, Laurel.

Liz O'Neill
11872 Blue February Way
Columbia, Md. 21044   730-0777
Topic(s): Women in Broadcast News Covering
Annapolis, Public Television Programming
Area(s) : Howard County

Maggy Peavey
8900 Royal Ridge Lane
Laurel, Md. 20708   301/776-7213
Topic(s): How a high school newspaper editor can
maintain a good personal relationship with her
staff while enlisting their professional
cooperation.
Area(s) : Northern Prince George's County,
Eastern Montgomery County, Southern Howard
County, Western Anne Arundel County

Jean H. Ross
8001 Park Heights Avenue
Baltimore, Md. 21208   653-2200
Topic(s): Broadcasting - Radio, Community
Projects, Family and Career
Area(s) : Somewhere close to Baltimore City also
Baltimore County, Anne Arundel County

Phyllis T. Shelton
WJZ-TV
Television Hill
Baltimore, Md. 21211   578-7511
Topic(s): Public Interest Media
Area(s) : Baltimore

Melody L. Simmons, Evening Sun
501 N. Calvert St.
Baltimore, Md. 21278   332-6471
Topic(s): Women in Media Today
My sportswriting experience (which led
to a sex discrimination lawsuit against
my former employer.
Area(s) : Anywhere (Please contact her at least
2 weeks in advance before appearance)

Hillary Mazer Stishan
Maryland Public Television
Owings Mills, Md. 21117   356-5600
Topic(s): Television news/documentary production
Women in Broadcasting
Area(s) : Baltimore/Washington corridor

Patti K. Willis
Rt. 1, Box 108
Royal Oak, Md. 21022   301/820-8224 (h)
301/822-1000 (w)
Director of Communications Memorial Hospital
Eastern, Maryland
219 S. Washington Street
Easton, Md.
Topic(s): Women in Public Relations
Non-Profit Public Relations
Careers in Public Relations
Area(s) : Eastern Shore of Md, DE, Annapolis, Md.

STATE BOARD OF EDUCATION

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Ellen Kimatian
Student Member

David W. Hornbeck
State Superintendent of Schools

> *We Americans have a chance to*
> *become someday a nation in which*
> *all... can meet on a basis of*
> *respect and equality and live together, socially, economically,*
> *and politically. We can become*
> *a dynamic equilibrium ,a harmony*
> *of many different elements*
> *in which the whole will be greater*
> *than all its parts and greater*
> *than any society the world has seen*
> *before. It can still happen.*
>
> Shirley Chisholm

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